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AUTHOR	Cherry, Florence J.
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ABSTRACT

Part I of this curriculum guide outlines six workshop sessions. The instructional materials included were designed to support single parents as they identify and confront problems with which they and their children must cope. Some of the topics addressed are the need to help single parents begin to think of and see themselves as individuals as well as parents; an exploration of the myths that society has developed about single parents and their children; and the methods parents can use to deal with younger and older children in meaningful ways. Part II, which covers four sessions, focuses on the problems and issues that single parents must resolve when they decide to work outside the home. This part presents techniques for avoiding conflicts and for coping with the effects of out-of-home activity on child care and household management. In addition, the process of mentally and physically preparing for work is explored and advice is offered on aspects of the process such as assessing job skills by using a newspaper's classified section, and role-playing the job interview. Appended materials contain a detailed review of the basic training techniques facilitators use in presenting the workshops. Also included are profiles of older single parents and teenage parents and discussions of their needs and the needs of their children. (RH)

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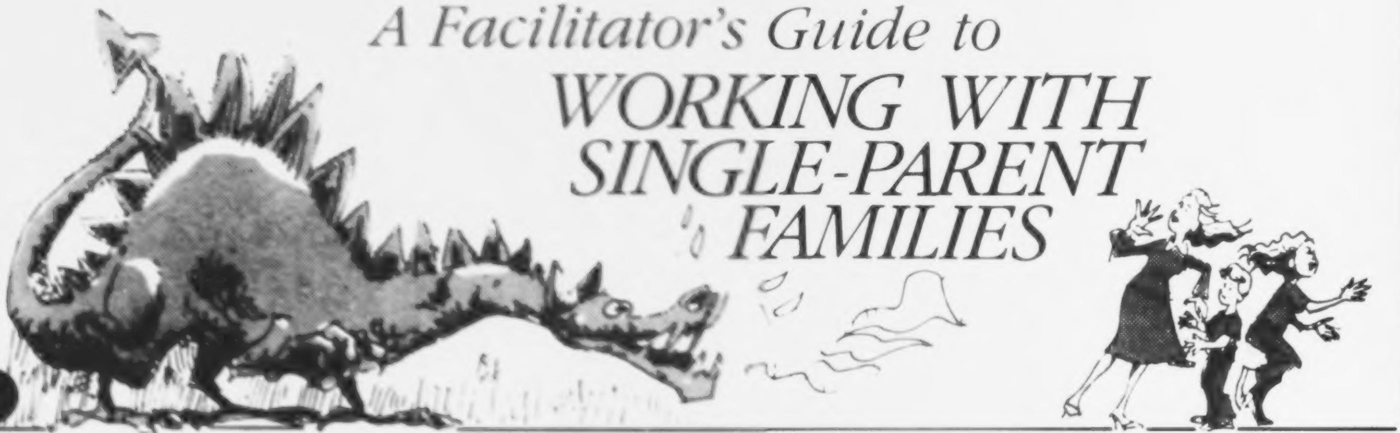
A Facilitator's Guide to
WORKING WITH SINGLE-PARENT FAMILIES



A Manual for Conducting Workshops with Single Parents

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Developed by Florence J. Cherry,
Senior Extension Associate,

Department of Human Development and Family Studies

New York State College of Human Ecology,
a Statutory College of the State University,
Cornell University, Ithaca, NY

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A Facilitator's Guide to
WORKING WITH SINGLE-PARENT FAMILIES

A Manual for Conducting Workshops with Single Parents

Working with Single-Parent Families

by

Florence J. Cherry
Senior Extension Associate
New York State College of Human Ecology
A Statutory College of the State University
Cornell University
Ithaca, New York 14853

Dedication

To the upstate New York

Head Start centers and parents

Preface

The Working with Single-Parent Families curriculum was first written for inclusion in the Family Matters module on The Employed Parent by Jeanne Pillsbury MacDonough and Florence Cherry (Cornell Cooperative Extension, 1984). Although portions of this curriculum can be found in The Employed Parent, the Family Matters materials are geared to a wide range of family types rather than those headed by single parents. I realized, however, that single parents need to have their own forum to discuss the needs, hopes, and desires that are peculiar to them and their children. This led to my decision to publish the Working with Single-Parent Families curriculum under separate cover. The guiding principles on which the Family Matters materials were conceived and developed remain a basis for this workshop guide. It is my belief that families should be helped to recognize their strengths both as individuals and as family members. When parents are able to see themselves as strong inner- and outer-directed persons with the ability to control and direct their own lives, they pass on this sense of purpose and self-confidence to their children. It is the goal of this workshop series to allow participants to voice and examine their concerns as single parents and to gain skills in working through problems and issues that they confront on a daily basis. The workshops are not intended to resolve every problem, or deal with every conflict, or answer every question that single parents and their children have to cope with. But, they should give single parents some of the tools they need to begin to change their lives, if change is what they decide they need.

This manual will be updated with new sections added from time to time. Sections on money management and sexuality and the single parent are planned for the near future.

These meetings are meant to be the basis of a support group for single parents. I hope that friendships will develop during the course of the meetings and that these friendships and the support they provide will endure beyond the workshop series. The fact that single parents, male and female, young and old, will be interacting, sharing, discussing, and working through problems with other single parents should provide them with a sense of belonging and the knowledge that they are not alone.

Acknowledgments

I would like to thank Moncrieff Cochran, associate professor in the department of Human Development and Family Studies, Cornell University, for allowing these materials, which were originally developed as part of the Family Matters Project Unit on The Employed Parent, to be published on their own and for allowing me to use Tom Parker's drawings. I also would like to acknowledge the contribution of Jeanne Pillsbury MacDonough who conceptualized many of the activities that I have reworked to fit the special needs of single parents and their children. My thanks also go to other members of the Family Matters team for their review comments and suggestions for the improvement of this curriculum when it was first written for inclusion in the Family Matters materials. In addition, I would like to thank my colleagues, Polly Spedding and Steve Goggin, for reviewing the section on Day Care and Employment. Their suggestions and permission to use some of their already developed materials have greatly enhanced this guide.

How to Use the Guide

This guide is divided into two parts. Part I, Society Doesn't Make It Easy, has six workshop sessions. Part II, Single Parents and Work, contains four sessions. Each session is about 2½ hours in length.

The materials in Part I have as an overriding goal the support of single parents as they identify and come to grips with some of the problems they and their children have to cope with. Some of the issues addressed include helping the single parent to begin to think of and see themselves as individuals as well as parents (Session 1); an exploration of the myths that society has assigned to single parents and their children (Session 2); and dealing with younger and older children in more meaningful ways (Sessions 4 and 6).

Part II focuses on the problems and issues that single parents must resolve when they decide to work outside the home. This section can also be used with single parents who are planning to return to school. The return to school or the entrance into the work force usually means that the parent will be out of the home for a portion of the day and will have to resolve issues of child care and household management. Being out of the home, whether at work or at school, means that parenting style may be affected, and children may or may not understand why the parent is away. The stress of being parent and student or parent and worker can cause undue tension. This section deals with techniques for coping with these issues and avoiding conflicts. In addition, the important task of preparing for work, mentally and physically, is explored in the unit. The process is dealt with from many aspects, including how to use the classified section of the newspaper to assess job skills and role-playing the job interview.

Although the workshop sessions are meant to be done in sequence, almost all of them are able to stand on their own and can be done out of sequence to meet special needs of the group. For example, if you are working with a group of single parents that has no teenage children in their families, you could omit the workshop session entitled "Single Parents and Adolescent Children." Some single-parent groups may only be interested in those units dealing with employment. In this case, you might want to omit some of the sessions in Part I. A facilitator planning to use only Part II, Single Parents and Work, should read over the sessions "Wonder Parent" and "Children and Household Management" in Part I. You might want to add these sessions or select activities out of them for use with your group.

Organization of the Session

Each session is about 2½ hours in length. There are four or five activities in each session. The approximate time needed to complete the activity is indicated. Facilitators should remember, however, that more or less time can be spent on an activity depending on the needs and interests of the group. On those occasions when more time is spent on an activity and it causes the session to run over its allotted time, the group may decide to stay later and complete the session or to carry over the remaining activities to the next session. This is certainly possible if both participants and facilitator make the decision jointly. See Appendix I for more information on decision making.

At the beginning of each session, the goals or objectives for the session are outlined, the materials needed for the session are indicated, and the agenda containing the activities to be done is listed. Preparation that needs to be done before the workshop is included before the workshop activities are described.

In the description of the session activities, the steps for doing the activity are clearly outlined, as are some suggested questions for getting the discussion started. Facilitators should remember that these are only suggested questions and should feel free to make up their own questions.

It is always a good idea to read over each session carefully before using it with a group. This will give you time to gather materials, make the necessary preparations, and change any activities to suit the needs of your group.

Two activities are common to each session. The first is always entitled, "Review of Give It Some Thought." The second is always entitled "Give It Some Thought." These activities tie the different sessions together: they give participants an opportunity to summarize the techniques and skills they learned from a particular session and they also help participants to apply whatever they have learned to their own situations and to try out some new ways of doing things.

The "Review," then, gives participants a chance to share with others what they are learning and the "Give It Some Thought" exercise introduces new opportunities for trying out skills or creating change.

Facilitators should use caution in using these two activities. Participants should never be made to feel that they must do the take-home exercise or that they must share with the group. While sharing, of course, will enlighten the sessions and encourage others to share, each "Review" has an optional activity if no one in your group is willing to share.

A technique that will encourage sharing is to do the activity yourself and share with the group what you have done and how it is working. It is not necessary for you to be a single parent to do this kind of sharing. Many of the take-home activities can be done by anyone. They all contain problems and issues that most adults -- single, married, with or without children -- have to work through at some point in their lives.

The Appendixes

The Appendixes of this manual contain materials that review the basic training techniques used during the workshops. If you have had a lot of experience as a facilitator, words and phrases such as brainstorming, dyads and triads, and small-group discussion will be familiar to you and you may not have the need to rely on this section to conduct your sessions. Nevertheless, you will find it helpful as you prepare for each session to refer to these materials to see how traditional training techniques are being used to motivate an audience.

For the facilitator who is inexperienced in conducting workshops, it is advised that each session be read with the Appendixes as companion pieces.

In addition to the information on process skills, the Appendixes contain two other sections, "Working with Single Parents" and "Working with Teenage Parents." These are meant to help facilitators work with single parents and teenage parents in the most effective ways. These sections attempt to give in some detail profiles of older single parents and teenage parents and examine their needs and the needs of their children. The profiles look at the problems single parents face on both personal and institutional levels. Any facilitator using the manual should be thoroughly acquainted with these materials if they hope to work in effective ways with the single parent.

Part I

Society Doesn't Make It Easy

Session 1 - Who Am I?

Topics covered:

The Roles People Play

Identification of the many roles that a person plays, including that of parent.

Needs of Parents as Individuals

Parents have the opportunity to express some of their needs as both parents and individuals.

What's Important for Me and My Children

Recognition of the goals and aspirations parents have for themselves and their children. This activity begins to identify parental values.

Session 2 - Society Doesn't Make It Easy

Topics covered:

Societal and Personal Expectations of Parents

Identification of what society expects from people as parents and individuals. Giving thought to ways that an individual can bring about change in society's expectations or obtain support as they try to meet personal and societal needs.

The Myth of the Single Parent

Society's unrealistic expectations, both parental and social, of the single parent.

Session 3 - Values and Support Networks

Topics covered:

Social World of the Parent

Parents are given the opportunity to view their families, schools, work, and other institutions in terms of how these institutions provide them with support. They also examine how circumstances over which they have no control affect how they respond to various issues or problems.

Where Does My Support Come From?

An opportunity for each participant to examine where and from whom they seek support when working through problems.

Building a Support Network

How to go about building a support network, as well as how to keep the network functioning.

Session 4 - Wonder Parent

Topics covered:

Slices of Time

An examination of how people spend their time.

Time for Parenting

Re-examination of the parenting role in terms of the amount of time spent in caring for children.

Session 5 - Children and Household Management

Topics covered:

Gaining Their Cooperation

Giving parents and children an opportunity to work together as a team to find solutions to family concerns.

Negotiating Change

An opportunity for parents and children to work out ways in which their household can run more smoothly.

Time for Each Other

How parents and children can make the time they spend together positive.

Session 6 - Single Parents and Adolescent Children

Topics covered:

Where Did My Baby Go?

Parents will be given basic information concerning the developmental stages of adolescence.

What about Discipline?

Parents will explore what is meant by discipline. The differences between disciplining an adolescent child and a young child. Participants will also discuss setting limits and developing rules with the adolescent.

Is There Really a Communication Gap?

Parents will explore positive communication techniques. They will also examine the "hot" issues in teen parent communication and consider how good communication can defuse these situations.

Part II

Single Parents and Work

Session I - What Is Work?

Topics covered:

What Is Work?

Participants will attempt to define work in and out of the home. They will also have the opportunity to clarify feelings about work.

Why Work?

Why people work, as well as the positive and negative feelings people have about work and how they can affect home life will be examined.

Single Parents and Work Outside the Home

What do single parents have to take into consideration when they go to work?

Session 2A - Children and Work

Topics covered:

Effects of Work on Your Parenting Style

How work and what goes on at work can affect how parents respond to their children's needs.

Leave It at the Workplace

Participants will examine some of the pressures of the workplace and begin to identify techniques they can use to prevent the pressures of the job from influencing parenting roles.

Session 2B - Children and Work

Topics covered:

How Would You Feel?

Participants working in family groups will have the opportunity to share with one another how they feel about work in and out of the home.

My Mom/Dad Goes to Work

What it means to children when parents work.

Keeping in Touch

Practical ways for parents and children to keep in touch.

Session 3 - Who Will Care for the Children?

Topics covered:

Child Care Options

A review of child care options available to families.

Developing a Child Care Check List

Parents will be provided with the information they need to make informed choices about the child care that best suits their needs.

Session 4A - Preparation for Work

Topics covered:

Looking for a Job

How to use the classified section of the newspaper to assess skills.

The Job Application

Techniques for completing a job application.

Session 4B - Preparation for Work

Topics covered:

The Resume

What it is, when to use it, and how to develop the job resume.

The Job Interview

Role-playing positive ways to present oneself to a prospective employer.

In addition to the two or three different topics covered in each session, there are two topics that are common to all of the sessions. These are the session warm-up and the take-home activity. Each session begins with a review of the skill learned in the previous session and ends with an activity that gives each participant the opportunity to give some thought to the skills learned in that session. The take-home activity gives participants the opportunity to try new ways of coping with problems.

Part I: Society Doesn't Make It Easy

Session I

Who Am I?

BACKGROUND INFORMATION

Audience: Single parents (male and female)

Objectives

- To establish an atmosphere of warmth in the group
- To examine the many roles parents play daily
- To identify some of the problems parents face at home and at work
- To help parents define their values

Workshop Preparation

Materials Needed

- Paper and pencils
- Blackboard and chalk or newsprint and felt marker
- Masking tape
- A soft pillow or ball that can be easily tossed from one person to the next
- Agenda written on newsprint
- One copy of the Session I "Give It Some Thought" (included in this guide) for each participant
- Enough chairs for participants

Workshop Agenda

Activity I: Warm-up Exercise: Who Are You? (15 minutes)

Activity II: The Roles People Play (30 minutes)

Activity III: Needs of Single Parents as Individuals (30 minutes)

Activity IV: What's Important for Me and My Children (45 minutes)

Activity V: Give It Some Thought (30 minutes)

Estimated Time: 2 ½ hours

Materials Preparation

1. Be sure to read the workshop materials before attempting to do the workshop.
2. Duplicate agenda items on newsprint.
3. Activity I
    - Obtain a small ball or pillow.
    - It is possible to do the activity without these items. If you decide not to use the ball or pillow you should decide well in advance exactly how you plan to carry out the activity.
4. Activity V
    - Duplicate enough copies of "What Options Do I Have?" for each participant (see Session I, page 14).

WORKSHOP ACTIVITIES

Activity I: **WARM-UP EXERCISE: WHO ARE YOU?** (15 minutes)

The purpose of this activity is for participants to introduce themselves to the facilitator and to one another. It will also help to set a tone of warmth and openness for this workshop and those that are to follow. In addition, participants will begin to examine the many roles they play in their everyday lives.

Instructions for Facilitators

1. Arrange chairs in a circle. Be sure there are enough chairs for all participants.

2. When it is time to begin the workshop, sit down, preferably between two participants.

3. In introducing the activity to the group you should explain that people play many roles in their everyday lives. While people may be parents they are also workers, males, females, etc. Indicate that this session is to begin with an activity that will introduce members of the group to one another as well as help us to begin to think about the many roles we play.

4. Give the following directions for making introductions.

   > **As I toss this pillow/ball to you I will say, "Who are you?" You can answer, "I am Mary (or whatever your name is), and I am a mother (or some other role which you fill in life)," and then toss the pillow to someone else in the circle and say, "Who are you?" The next time the pillow is tossed to you, give your name and another role you play. This is not a competition -- just a chance to learn one another's names and to begin to identify the roles we play in our daily lives. Are there any questions?**

   Begin by tossing the pillow/ball to someone. Continue the game until all the participants have named at least two roles they play.

5. After all participants have introduced themselves and named two roles they play, let the group know that you are glad to be with them and that you hope the time spent together will be enjoyable and productive.

6. Tape up the newsprint with the agenda and go over it with the group.

Activity II: THE ROLES PEOPLE PLAY (30 minutes)

The purpose of this activity is to identify the many roles individuals play each day. It will also give the participants an opportunity to list the roles they play in order of importance.

Instructions for Facilitators

1. Write "The Roles People Play" on a piece of newsprint and attach it to the wall (or use the blackboard).
2. Remind the group members that during the warm-up activity some of the roles they played in their daily lives were mentioned. What you want to do now is to make a list of those roles.
3. As members of the group recall the roles, write them on the newsprint or blackboard.
4. After the group has listed all the roles mentioned, ask if they can think of any additional roles that people play in their everyday lives.

   Some roles you might add to the list are:

   mother
   father
   doctor
   teacher
   mechanic
   plumber
   chauffeur (one who drives people around)

If people have trouble naming occupational or skill roles, you might want to ask the following questions.

- **Do any of you have a skill you sometimes use during the day?**
- **If you work outside the home, what do you do?**

5. As a participant mentions a role, ask whether it is played at work or at home. A teacher, for example, may teach other people's children at work and her own children at home. Or a mother who is good at fixing things around the house might consider herself a fairly good plumber. You should be prepared for and invite commentary, questions, or discussion as the list is being compiled.

6. When the list is complete, give each participant a sheet of paper and a pencil. Ask participants to list all the roles they play in their daily lives in order of importance. As an example for the group, use the blackboard or a sheet of newsprint to rank-order* the roles you play.

   Three or four roles are sufficient. If you don't feel comfortable giving this information, feel free to use a popular movie or TV character with whom the group is familiar. When you have completed the example, ask the participants to begin their lists. Tell them that they will have about 5 minutes to complete this task and that they may consult the master list.

7. After each person has completed the list, ask for volunteers who are willing to share with the rest of the group. Ask them to explain why they ranked their roles as they have.

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*See Appendix I, "Summarizing, Making Lists, and Rank Ordering"

8. After a few volunteers have shared their lists, further discussion may be generated by asking the following questions:

   Key discussion questions

   - **How does a person acquire certain roles?**
   - **How much awareness do other family members have of all the roles you play?**
   - **Does anyone feel overburdened?**
   - **Do you think you play more roles as the single head of a family than an adult in a two-parent family does?**
   - **How does this make you feel?**

9. Responses to these last two questions should lead directly into the next activity, "Needs of Single Parents."

Activity III: NEEDS OF SINGLE PARENTS AS INDIVIDUALS (30 minutes)

The purpose of this exercise is to help parents express some of the needs they have as individuals. These needs will differ depending on whether the person is a single parent by choice, death, divorce, or separation. One of the things single parents should perceive from this exercise is that

- they are not alone
- others are confronting similar issues and problems
- group members may be able to offer support to one another.

Instructions for Facilitators

1. Tape up a sheet of newsprint or be prepared to use the blackboard. This activity should not be a brainstorming* session. The group should feel free to ask questions

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*See Appendix I, "Brainstorming"

and discuss other people's needs, as well as their own. The role of the facilitator should be to keep the group on track. A free-flowing discussion during the list-making will encourage an atmosphere of comfort and trust. The list-making should take no more than 15 or 20 minutes.

2. To get the participants started, tell the group that everyone at some point has had to deal with problems and issues. What the group is going to do now is make a list of some of the issues or problems they have had to cope with or are trying to cope with as single parents. As facilitator, you should not be afraid to indicate that the purpose of these sessions is to help single parents to begin to look at and deal with in constructive ways some of the issues they confront on a daily basis. These workshops are not intended to be therapy sessions, nor will they provide answers to all the problems single parents have to face. Parents will, however, have the opportunity to learn, share, and find support in working through problems.
3. The following questions should help generate discussion.
   - **What problems do your children create?**
   - **If you work, what problems do you have with your job?**
   - **What issues/problems does your community or your family create?**
   - **What problems does the economy present?**

A sample list might include these items:

housing
parenting
sex
family pressures
dating
visitation rights
money and money management
getting a job
school
child care
remarriage
employers
child support

4. This list may be kept for future reference and items added or deleted as the group deals with them.
5. Go back to the lists of roles the group made previously. Ask if there are any roles that members of the group would like to add to their lists now that a discussion of roles and the problems single parents face has taken place.
6. Give the group a few minutes to write, then ask for volunteers who would like to share with the group the roles they have added to their list. When you get volunteers ask them to tell why they added the roles they did.

   Whatever discussion is generated should lead directly into the next activity, "What's Important for Me and My Children." If no one adds roles to his or her list, don't be concerned -- just proceed to the next activity.

Activity IV: **WHAT'S IMPORTANT FOR ME AND MY CHILDREN** (45 minutes)

The purpose of this exercise is to help single parents recognize that they have goals for themselves and their children. People's goals and aspirations and their behavior reflect their values. This exercise should help parents begin to identify their values and understand how these values affect their behavior, including how they deal with problems, how they interact with their children, and how they approach their work.

Instructions for Facilitators

1. Hang two sheets of newsprint on the wall or be prepared to make two lists on the blackboard. Entitle one list "What Do We Want for Ourselves?" and entitle the other "What Do We Want for Our Children?"

2. To get the group started ask the following questions:

   Key discussion questions

   - **What do you need in order to be a better parent?**
   - **What do you need to be a better man or woman?**
   - **What do you need from family or friends?**
   - **What do you want for yourself?**
   - **What makes you feel satisfied or happy?**

3. After this discussion and list-making, go to the second issue, "What Do We Want for Our Children" and ask the group the following questions to help get the discussion started.

   Key discussion questions

   - **How do you want your children to grow up?**
   - **What qualities do you hope your children will have?**
   - **What do they need to develop these qualities?**
   - **What do children need from parents, family, and friends to become what we want them to be?**
   - **What do you want for your children?**

4. After this discussion and list-making are completed, go back to the first list and check off those items that can be touched and indicate that these can be called -- material things. Items you might check off would be a nice apartment, more money, a fur coat, etc.

5. Indicate to the group that these items are things money can buy. Ask the group the following question to generate discussion.

   - **Why do you think these things are important to people?**

   Some possible answers might be because they make you feel good, are signs of achievement, and allow you to live comfortably. Accept, without judgment, whatever answers are given.

6. Allow participants 5 or 10 minutes to examine the rest of the list and ask how they would classify these items.

   Items remaining might be:

   patience
   understanding
   a sense of myself
   time for myself
   a sense of humor.

   These items can be classified as qualities. If the group does not classify them this way, you might ask the following question.

   - **How do you know that a person has patience or a sense of humor?**

   "By the way he or she behaves" and "by his or her actions" are possible answers.

7. After a maximum of 10 minutes, ask the following questions.

   Key discussion questions

   - **If these items are valued and important to most of us, how do they affect our behavior?**
   - **How do different people view these qualities?**

   These questions should lead into a discussion of values and the idea that each person views the world differently depending on who you are, how you were brought up, and the kind of education you have. The facilitator should encourage people to talk about "how" they chose the items on their two lists or why they are important.

8. In guiding this discussion, ask the following questions, which will help summarize the activities that have been completed so far.

   Key discussion questions

   - **How do the things we value affect the roles we play as parents?**
   - **For those of you who are employed or going to school, how do your work, schooling, and values fit together?**
   - **Is there ever a conflict between your values and the fact that you work or go to school?**
   - **How have you dealt with this conflict?**
   - **If you are considering going to work or would like to work, how will you deal with any conflicts between your desire or need to work and your needs and your children's needs?**

Activity V: GIVE IT SOME THOUGHT (30 minutes)

The purpose of the "Give It Some Thought" exercise is to give the group an opportunity to summarize the issues discussed in the session. It also gives participants a chance to discuss what they have learned about themselves and to apply some of these insights to their daily lives.

The "Give It Some Thought" take-home exercise is given not as a written assignment or with the expectation that participants will bring about immediate changes in their lives, but rather to encourage participants to think of possible options and ways to cope with problems related to role conflict.

The answers generated from the last activity should help parents deal with issues they are or may be facing. Do not expect the group to reach a consensus on any of the issues or to decide that there are right or wrong answers to the questions. Each person will have to work out these issues for herself or himself. The purpose of the activity is to get parents to realize the following.

- They play many roles as parents.
- Parents have to cope with many problems and issues.
- Parents have desires for themselves and their children; how they fulfill these desires reflects their values.
- Although working or going to school may help them achieve some of their goals for themselves and their children, it may also conflict with their values and the means they have for fulfilling their needs and the needs of their children.

Instructions for Facilitators

1. Begin the activity by indicating to group members that between now and the next session they should consider the information they have on the roles they play and think about what is important for themselves and their families. It might be helpful if they list some of the ways they could resolve some of the conflicts between their roles and their needs and those of their children. They might also consider the added conflict of work or school. An example of this would be a person who has a full-time job but who feels strongly that someone should be home to greet their children when they return from school. Some of the ways the person could resolve this issue would be to:

- quit their job
- ask a neighbor or relative to be at home when the children arrive
- hire someone to be at home when the children arrive.

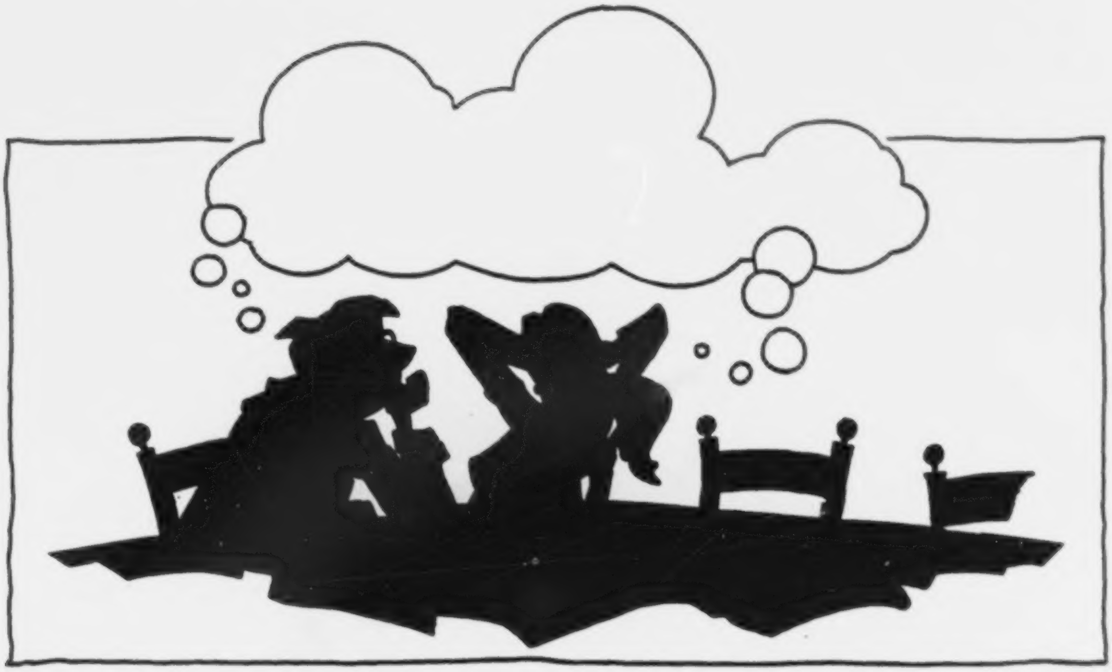
How a person chooses to solve the problem would depend on several considerations. Indicate that many of these considerations will be dealt with in the next session. Give participants a "What Options Do I Have" work sheet to record changes they would like to make.

2. Ask the group if there are any questions.
3. After you have answered questions and handed out the work sheets let the group know that you have enjoyed working with them and look forward to seeing them at the next session.

Session I

WHAT OPTIONS DO I HAVE?

Give It Some Thought Work Sheet



Area of Role Conflict	Ways of Resolving Role Conflict
Example:	**Example:**
I want to join an exercise class on Tuesday nights but that's the night my teenager, who could stay with the younger kids, wants to go to the community center with his friends.	1. See if there is an exercise class at another time. 2. Ask my sister to babysit. 3. Talk with my teenager about going to the center on another night.

Session I

WHAT OPTIONS DO I HAVE?

Give It Some Thought Work Sheet

Part I: Society Doesn't Make It Easy

Session 2

Society Doesn't Make It Easy

BACKGROUND INFORMATION

Audience: Single parents (male and female)

Objectives

- To examine society's expectations of parents
- To examine parents' expectations for themselves
- To examine some of the myths about single parents

Workshop Preparation

Materials Needed

- Newsprint and marker or chalk and a blackboard
- The agenda written on newsprint
- Masking tape
- Enough copies of the Jones case study for each participant
- Pencils and paper

Workshop Agenda

Activity I: Review of Give It Some Thought: What Options Do I Have? (20 minutes)

Activity II: Societal and Personal Expectations of Parents (60 minutes)

Activity III: The Myth of the Single Parent (40 minutes)

Activity IV: Give It Some Thought (30 minutes)

Estimated Time: 2½ hours

Materials Preparation

1. Be sure to read through the entire workshop outline prior to using it with a group.
2. Prepare agenda on newsprint.
3. Activity I
    - Duplicate enough copies of the Jones case study for each participant (see Session 2, page 12)
    - Duplicate "What Options Do I Have?" on newsprint before the meeting (see Session 1, pages 14-15).
4. Activity II

    Directions for Activity
    - Duplicate directions on newsprint (See Session 2, page 7, item #2).
5. Duplicate enough copies of the "Stumbling Blocks to Effective Parenting" work sheet for each participant (see Session 2, page 13).

WORKSHOP ACTIVITIES

Activity I: REVIEW OF GIVE IT SOME THOUGHT: WHAT OPTIONS DO I HAVE? (20 minutes)

The purposes of this exercise are to give those people who worked on the Give It Some Thought exercise from Session I an opportunity to share their experiences with the group and to set up the second activity.

Instructions for Facilitators

1. Set up the chairs in a circle. When you are ready to start the session, sit down, preferably between two participants. Welcome the group to the second session. If there are new members in the group have them introduce themselves at this point.
2. After all the newcomers have introduced themselves, ask the rest of the participants to introduce themselves. Be sure to introduce yourself.
3. Indicate to the group that at the end of the last session they were to give some thought to the roles they play and areas in which conflict might occur. Ask if anyone gave some thought to role conflict and would be willing to share his or her conflict with the group and the options available for working it out.
4. Use the following questions to help the person who volunteers.
   - **What role conflict did you work on?**
   - **What do you think was causing the conflict?**
   - **What steps did you take to resolve the conflict?**
   - **What do you think you will do next?**

Option

1. If no one in the group has worked on the exercise or feels comfortable sharing his or her experiences, discuss a role conflict you have faced or use the case study.

2. Give each person a copy of the Robert Jones case study, a copy of the Session I Give It Some Thought work sheet "What Options Do I Have?" and a pencil.

3. Indicate that you are going to read the case study out loud and that when you have finished the group will try to identify

   - what the parent in the case study values
   - the conflicts he faces
   - some of the options that he may have in working through the conflicts.

4. Read the case study.

The Robert Jones Family (case study)

Robert Jones' wife died recently, leaving him with three children to raise: Robert Jr., 13; Mary, 11; and John, 9. Both Robert's parents and his sister-in-law have offered to take over the care of the children in their homes, but Robert feels that he is able to care for the children himself. Besides, after such a loss, he feels that he needs the children as much as they need him, and he has no intention of becoming a weekend father. When his wife was alive, Robert was very active in caring for the children. When they were babies, he had learned along with his wife how to feed and bathe them and had taken his turn changing diapers and walking them when they got up at night.

Today, Robert learned from his boss that he would have to work the late shift. The late shift is from 4:00 in the afternoon until midnight. This means that while Robert will be at home to get the children off to school and will be there when they return home, he will not be with them from about 3:30 in the afternoon until about 12:30 at night. Robert's boss has indicated that this change in shift is temporary.

5. Tape up two sheets of newsprint. Label one sheet "Parent's Values" and the second "Parent Roles." Ask the following question:

   - **What do you think is important to the parent in the case study?**

As the group identifies the parent's values, list them on the newsprint. Your list might contain the following:

time spent with children
work
keeping the family together
his parenting role.

6. After you have completed the list, move to the second sheet of newsprint headed "Parent Roles" and ask the group to identify the roles the parent in the case study plays every day.

   The list might contain the following:

   father
   mother
   homemaker
   employee
   chauffeur.

7. After this list has been completed ask the group to compare the two lists for conflict among the parent's roles, what is valued, and the family's recent problem.

8. Tape up the copy of "What Options Do I Have?" that has been placed on newsprint. After a few minutes of discussion, ask:

   - **How could the family solve this problem?**

9. Responses to this question should be placed on the form. Possible responses might be:

   - He could ask his mother or sister-in-law to care for the children at night.
   - He could hire someone to come in to care for the children at night.
   - He could ask one of the men at work to switch shifts with him.
   - He could explain his situation to his boss and ask to be excused from the late shift.

- He could look for another job.

10. After all the options have been listed begin a group discussion using the following questions.

    Key discussion questions

    - **What circumstances would make some of the options more possible than others?**
    - **From what you know of the family, which option do you think they would choose?**
    - **What effect would choosing this option have on the family?**
    - **If you were a member of the family, which option would you choose? Why?**

Activity II: SOCIETAL AND PERSONAL EXPECTATIONS OF PARENTS (60 minutes)

The purpose of this activity is to encourage participants to identify what they feel society expects of them as parents and as individuals. They should also begin to think of ways to change society's expectations of them or to gather support as they try to meet their own personal needs and those of their children.

Instructions for Facilitators

Part I

1. Tape up two sheets of newprint. Write "Society's Expectations of Parents" on one sheet of newsprint (or on the blackboard) and "Parents' Expectations of Themselves" on the other.
2. Indicate to the group that you would like them to brainstorm what they think society expects of parents and what parents expect of themselves.

The following questions may help generate responses. Write responses on the appropriate newsprint (that is, societal expectations or personal expectations) as they are offered.

- **What do the school, church, and other institutions expect of parents?**
- **What does your family expect of you?**
- **What do your married/single friends expect of you?**
- **What do you expect of yourself?**
- **What do your children expect of you?**

Your lists might include the following:

Children are well-behaved, clean, and well-mannered.

I should be a good parent, work, stay home, and be available to my children.

My family thinks I should remarry, not date, care for my children, and maintain my household.

My children expect me to be reunited with my spouse, be both parents, stay at home, and be able to provide for all their physical and emotional needs.

Part II

1. After the list is complete, divide the group into two smaller groups. Give each group one of the lists.
2. Tape the directions for doing this part of the activity. (These should have been placed on newsprint prior to the beginning of the workshop.)

   Directions

   - Rank the items on your list in their order of importance. (This task should take your group about 5 minutes.)
   - After your group has ranked the items, discuss them in the order of their importance.

- Group members may indicate how they have dealt with the issues/problems on the list or how they would advise others to deal with them.
- You have about 25 minutes for this part of the activity.
- Do not expect to discuss every item on your lists.

3. Go over the directions before giving the signal to start. Be sure participants understand what is to be done.
4. Give the groups a signal to start.
5. As the groups work on the issues/problems on their lists, circulate, facilitating discussion, answering questions, and keeping the groups on track.
6. After 25 minutes, reconvene the large group.
7. Ask the following question:
   - **Who would like to begin by telling us one issue/problem his or her group worked on?**

   When someone volunteers, generate discussion by asking the following questions. Be sure to involve the entire group.

   Key discussion questions

   - **Which issue are you going to talk about?**
   - **How did members of your group feel single parents should deal with this problem/issue?**
   - **Does your group feel that this problem/issue is unique to single parents? Why? Why not?**
8. After a few minutes of discussion, move on to the second group. Follow the same procedure.
9. Summarize by asking the following questions:

Key discussion questions

- **Are society's attitudes and expectations toward single parents realistic?**
- **What can single parents do to make others aware of how their attitudes and expectations affect them?**
- **How can single parents use their social networks to help them meet their needs?**

These questions should lead directly into the next activity, "The Myth of the Single Parent."

Activity III: THE MYTH OF THE SINGLE PARENT (40 minutes)

The purpose of this activity is to give parents the opportunity to deal with some of the myths that they and society have come to believe as true about themselves and their children.

Note: **The facilitator should note that this activity distinguishes between the single parent and single heads of households. For more information on this area, the facilitator should review "Working with Single Parents" in** Appendix 3.

Instructions for Facilitators

1. Tape up a sheet of newsprint and label it "Single-Parent Myths."
2. Point out that in previous activities the group talked about the things people expected of them in terms of their children. Tell the group that you would like to list some of these things society believes about single parents and the effect that this has on them as individuals and parents.

   You might use the following questions to help you if your group has a hard time getting started:

   - **What things do you find yourself doing that are usually done by others in two-parent families?**

- **Which of these tasks cannot be done realistically by the single parent, male or female? (An example might be being both mother and father to children.)**
- **Does society and your family expect you to do more for your children than they would expect if you had a mate?**
- **How does society view children who come from single-parent families?**
- **Is this true? Does this belief add to your own anxieties about your parental skills or duties? In what way?**
- **Does your family expect you to behave in a particular way as a single head of household?**
- **Do society and its institutions respond to you in a particular way because you are the single head of a household?**

3. As participants respond to these questions, write their answers on the newsprint. Since this is not a brainstorming activity, discussion of items should be encouraged.
4. When the list-making is complete, use the following questions to summarize the activity:

Key discussion questions

- **Do you feel that any of the things on this list are necessarily true?**
- **How do you feel about the myths that society has labeled you with?**
- **Do you see a way in which you can realistically remove some of these myths from your situation?**

This discussion should lead directly into the Give It Some Thought activity.

Activity IV: **GIVE IT SOME THOUGHT** (30 minutes)

The purpose of this activity is to summarize the activities in this session and to discuss ways to apply what has been learned.

Instructions to Facilitators

1. Ask for volunteers to help you summarize what has been done in this session. This summary should include:
   - What society expects of single parents
   - What single parents expect of themselves
   - The myths people and society's institutions have about single heads of households.
2. After this summary is complete, indicate to the group that for the next session, you would like them to give some thought to what "stumbling blocks" they see to their being more effective parents. Ask the following questions to develop an example of what you mean:
   - **How do any of your own or society's expectations get in the way of your being a more effective parent?**
   - **Do any of the myths about single heads of household make it difficult for you to be a more effective parent?** In what way?
3. After a few minutes of discussion, pass out the work sheet, "Stumbling Blocks to Effective Parenting."
4. Tell the group that for the next meeting you would like them to simply list all the things that get in the way of their being more effective parents.
5. Ask for and answer any questions about the take-home activity or any part of the session.
6. At this point, end the session. Remember to make some positive remarks to the group as a whole about their participation and involvement in the session activities.

The Robert Jones Family (case study)

Robert Jones' wife died recently, leaving him with three children to raise: Robert Jr., 13; Mary, 11; and John, 9. Both Robert's parents and his sister-in-law have offered to take over the care of the children in their homes, but Robert feels that he is able to care for the children himself. Besides, after such a loss, he feels that he needs the children as much as they need him, and he has no intention of becoming a weekend father. When his wife was alive, Robert was very active in caring for the children. When they were babies, he had learned along with his wife how to feed and bathe them and had taken his turn changing diapers and walking them when they got up at night.

Today, Robert learned from his boss that he would have to work the late shift. The late shift is from 4:00 in the afternoon until midnight. This means that while Robert will be at home to get the children off to school and will be there when they return home, he will not be with them from about 3:30 in the afternoon until about 12:30 at night. Robert's boss has indicated that this change in shift is temporary.

Session 2

STUMBLING BLOCKS TO EFFECTIVE PARENTING

Give It Some Thought Work Sheet

List all the things that you expect of yourself or that society expects of you that affect your parenting. You may also include the effects of "myths."

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Part I: Society Doesn't Make It Easy

Session 3

Values and Support Networks

BACKGROUND INFORMATION

Audience: Single parents (male and female)

Objectives

- To re-examine the roles single parents play
- To identify the social world of the single parent
- To focus on the support single parents can derive from their social worlds
- To give single parents an opportunity to "map out" their support networks
- To examine ways of building support networks

Workshop Preparation

Materials Needed

- Newsprint and magic markers or chalk and a blackboard
- Enough copies of the Jones, Smith, Cooper, and Ames case studies for each participant
- Social World poster (not included in this manual; can be purchased for $3.00 each from the Distribution Center, 7 Research Park, Cornell University, Ithaca, New York 14850. Make checks payable to Cornell University. Allow 4 weeks for delivery.)
- Social World of the Parent work sheets
- Several balls of yarn at least 200 feet long
- Several sets of family cut-out figures
- Heavy paper
- Pencils and paper
- Scissors
- Deck of stumbling-block cards

Workshop Agenda

Activity I: Review of Give It Some Thought: Stumbling Blocks to Effective Parenting (30 minutes)

Activity II: Social World of the Parent (45 minutes)

Activity III: Where Does My Support Come From? (30 minutes)

Activity IV: Building a Support Network (30 minutes)

Activity V: Give It Some Thought (15 minutes)

Estimated Time: 2½ hours

Materials Preparation

1. Be sure to read through the entire workshop outline before attempting to do the workshop.
2. Write the agenda items on newsprint before the meeting.
3. Activity I
   - Duplicate the work sheet "Stumbling Blocks to Effective Parenting" on newsprint (see Session 2, pages 13-14).
   - A deck of stumbling-block cards and some blank cards for each participant (see Session 3, page 15). These should be cut apart before the session.
   - Copy directions for Part II (Session 3, page 6, item #4) on newsprint.
4. Activity II
   - A copy of the "Social World" poster
   - Duplicate enough copies of the work sheet "Social World of the Parent" for each participant (see Session 3, page 23).

5. Activity III
   - Duplicate enough copies of each of the four case studies for each of the small groups you will be working with.
   - Duplicate enough "Social World of the Parent" work sheets for each group you will be working with.
   - Duplicate on newsprint the directions for doing Activity III (Session 3, page 10, item #4).
6. Activity IV
   - Duplicate on newsprint the directions for Activity IV (Session 3, page 11, item #3).
7. Activity V
   - Duplicate enough copies of the work sheet "My Family Support Network" for each participant.

WORKSHOP ACTIVITIES

Activity I: REVIEW OF GIVE IT SOME THOUGHT: STUMBLING BLOCKS TO EFFECTIVE PARENTING (40 minutes)

The purposes of this exercise are to give those people who worked on the Give It Some Thought exercise from Session 2 an opportunity to share their experiences with the group and to set up the second activity.

Instructions for Facilitators

1. Set up the chairs in a circle. When you are ready to start the session, sit down, preferably between two participants. Welcome the group to the session. Be sure that new and old members of the group are introduced. Be sure to introduce yourself.
2. Tape up the agenda for this session and go over it with participants.

Part I

1. Tape up the duplicate of the work sheet "Stumbling Blocks to Effective Parenting" from Session 2. (This should have been prepared before the workshop.)
2. Ask for a volunteer who is willing to share his/her list with the rest of the group.
3. When you get a volunteer, copy his or her responses onto the newsprint work sheet.
4. If you do not get a volunteer, use an example from your own life situation or go on to Part II of this activity.

Part II

Note: If your group does not make a list, go on to # 2 of this part.

1. After you have made the list required in Part I, tell the group that at this point you would like to explore how people can begin to deal with some of these stumbling blocks.
2. Divide parents into dyads* (teams of two persons each). Give each team a sheet of paper and a deck of stumbling block cards (and some blank cards).
3. Read the Charlotte Cooper case study.

Charlotte Cooper (case study)

Charlotte Cooper's husband deserted his family about three months ago. Mrs. Cooper was unemployed when her husband left and is currently receiving public assistance for herself and her five children. The children are three, five, six, nine, and twelve years of age. While Mrs. Cooper never considered her family wealthy, her husband was able to provide more money for the family to live on than they are able to get from welfare. Charlotte Cooper feels depressed most of the time because of the separation from her husband and her seeming inability to provide her children with all that she feels they need.

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*See Appendix I, "Working with Dyads"

Mrs. Cooper has considered finding a job. She never finished high school and the only job she ever had was as a part-time salesclerk in a department store. She married when she was sixteen because she was pregnant. Her husband was a high school graduate. Charlotte Cooper has never worked at a full-time job, because her husband had not wanted her to work or complete her high school education after they were married. He expected her to stay at home and take care of the baby and the house. At this point, she is not even sure of how to go about finding a job, what work she is skilled for, or if she has any skills at all.

Mrs. Cooper worries about how the children will manage if she is not around to care for them. The washing, ironing, shopping, and other household chores to be done make her day seem endless. In addition, Mrs. Cooper feels she must walk the school-age children to school in the morning and pick them up in the afternoon. They are never allowed to play in the park down the street unless she goes with them.

Mrs. Cooper is an avid churchgoer. She and the children go to church every Sunday. Visits from her aunt and two other women who live in the same building form another social outlet. Mrs. Cooper's third social outlet is with the public school her children attend. She is the class mother for her nine-year-old child's class, and she often accompanies the class when they go on trips. The teachers at the elementary school all think highly of Mrs. Cooper and have complimented her often on the way she interacts with all the children when she is in the building. In fact, several teachers have mentioned the adult education program in the school district as something Mrs. Cooper might look into. She has considered it but believes that going to classes and studying would be very difficult for her at this time. She feels that returning to

school would take time from her household chores and from meeting the needs of her children. Yet, she is concerned about their lack of money and not being able to make ends meet.

4. After you have read the case study tape up the following directions. (These should have been placed on newsprint prior to the meeting.)

Directions

- List all of the unrealistic expectations Charlotte Cooper has for herself as a single parent.
- After your list is complete, use the deck of cards to identify any stumbling blocks that Mrs. Cooper may have to deal with to resolve her dilemma.
- Use the blank cards to add additional stumbling blocks.
- It is not necessary to use all the cards in the deck.
- After the stumbling blocks have been established, select one of them and discuss how you would go about removing the block if you were Charlotte Cooper.
- You have 20 minutes to complete the task. Remember you do not have to discuss removal of all the stumbling blocks.

5. While the teams are working you should circulate, helping to keep teams on focus and to answer any questions they may have.

6. After about 20 minutes, bring the teams together as a large group. Use the following questions to generate discussion. It is okay for more than one team to respond to the same question.

Key discussion questions

- **What did you list as unrealistic expectations that Charlotte Cooper or society seemed to have for her with regard to her children?**
- **Is there a team that has additional things on its list?**
- **What did you identify as stumbling blocks?**

- **Did you add any stumbling blocks? What were they?**
- **Which stumbling block did you discuss and how did you decide to deal with it?**
- **Do you think it's possible for single parents to deal with some of the unrealistic expectations they have? That society has for them?**
- **What are some of the ways that this can be done?**

Activity II: THE SOCIAL WORLD OF THE PARENT (45 minutes)

The "Social World of the Parent" exercise is designed to help parents view their families and work in a broader context. They will also have the opportunity to see how circumstances over which they sometimes have no control affect how they respond to issues and problems.

Instructions for Facilitators

1. Tape the Social World poster up, along with two sheets of newsprint, one labeled "Qualities I Want to See in My Children" and the other, "Qualities Society Expects in Children."
2. Introduce this exercise by telling parents that the social world concept, developed by Professors Urie Bronfenbrenner and Moncrieff Cochran at Cornell University, can help parents see clearly the many influences on their families' lives.

   Point out the Social World poster and hand out the work sheets, "Social World of the Parent."
3. Ask the parents to begin by writing "me" in the inner circle of the work sheet. Then ask them to write the names or initials of their family members (their children, a present or former spouse or partner, and possibly a grandparent or someone else) in that circle. Explain that these people often live in their households but that in some families children divide their time between two separated parents or one parent may

temporarily live away from other family members, and still other families have only one parent. Ask participants to label this circle "Immediate Family."

4. Ask the parents to move to circle 2 and to write in the names of people they feel close to, who make a real difference to them or their children. Explain that names included in the inner circle should not be repeated in circle 2. People they might include would be relatives, neighbors and friends, people at work or at school, and people in agencies or organizations. Remind the participants that these people should make a real difference, either positive or negative, or some of both. Emphasize that almost everyone has a set of people who make a difference. For instance, one parent might feel close enough to her child's teacher to include her; another parent might want to include the teacher in circle 3, which represents the formal network. Ask the participants to label the second circle "Personal Network."

5. Ask group members to write in circle 3 the names of people they know in organizations that affect them or others in their families, such as the place they or someone else in their family works. The circle might also include people in their child's school, a minister or rabbi, the grocer at a local store, or someone in a service agency they use. Point out that relationships with these people are usually more formal than with people in circle 2. This circle should be labeled "Formal Network."

6. Now ask the participants to think for a few minutes about the qualities they want their child or children to have when or as they grow up. They might want to list these qualities on the side of their work sheets.

7. After a few minutes, make a master list of the qualities parents are willing to share. Put a check mark beside a quality each time it is repeated. When the list is complete, summarize by pointing out that (1) the qualities they have chosen are a good indication of their beliefs and their personal values, and (2) the check marks indicate that many people in the group have values in common.

8. Ask participants to think again about qualities in children but this time to consider those that are emphasized or expected by people in their personal and formal networks, such as their relatives, friends, teachers, ministers, and social workers. Make a master list of qualities parents are willing to share. Explain that this list shows the values of the whole society, as they are reflected in our institutions. Ask group members to include these values or beliefs in circle 4 in their "Social World of the Parent" work sheets. This last circle should then be labeled "Values of Society."
9. Complete the exercise by asking the group to compare the two master lists.

   Key discussion questions

   - **What similarities and differences exist between the lists?**
   - **What might these similarities or differences suggest about the relationships between parents and children?**
   - **Who in your social network might be able to help you work through a problem?**
   - **How do a person's values reflect the values of the society in which he or she lives?**

This discussion should lead into the next activity, "Where Does my Support Come From?"

Activity III: **WHERE DOES MY SUPPORT COME FROM?** (30 minutes)

The purpose of this exercise is to help parents examine to whom and where they go for support in working through problems or for affirmation of their values. Each member of the group should learn that although no two people have the same formal and informal networks, each parent/person does have a support network on which he or she relies.

Instructions for Facilitators

1. Tape up two sheets of newsprint paper. Write "Formal Network" on one and "Personal Network" on the other.

2. Indicate to the group that so far they have examined their social worlds. What you would like them to do now is look at the "Social World of the Parent" maps they have made and figure out to whom or where they go for support. To do this, the group will use the case studies.
3. Divide the larger group into groups of two, three, four or five depending on the size of your larger group. Be sure, if possible, that at least one member of the group is able to read.
4. Give each group one of the four case studies and a "Social World of the Parent" work sheet to work on along with the following instructions. (These should have been placed on newsprint before the workshop.) Go over the directions with the group.

   Directions

   - One member of your group should read the case study out loud while the rest of the group follows along.
   - After the case study has been read, use the "Social World of the Parent" to figure out your case study family's formal and personal network.

     The following questions will help with this task.

     - **Which people mentioned in the case study could the family go to for help?**
     - **Are they part of the formal network or the personal network?**
     - **Who else, including institutions, could the family go to for help?**
     - **Which network do you think they fit into?**
   - After the sheet has been filled out, your group should discuss how this network could help the family deal with the problem discussed in the case study.
   - You should also consider what would happen if another conflict arose. Would the family have to look to other people and institutions for help?
   - Can your group think of any situation in which members of the family's personal network would become part of their formal network?

You have 15 minutes to complete this task.

5. After 15 minutes, bring the groups together for large-group discussion.
6. Begin this discussion by having each group summarize their case study, identify the family's personal and formal networks and state how these networks could help the family solve its problem.
7. To summarize this activity ask the following questions:

Key discussion questions

- **How can you apply any part of this activity to your daily life?**
- **Why do you think a person's helping network changes from problem to problem?**
- **Can you think of any way in which you can get your support network working for you?**

This last question should lead to Activity IV, "Building a Support Network."

Activity IV: BUILDING A SUPPORT NETWORK (30 minutes)

The purpose of this exercise is to examine pictorially how a support network can be built and strengthened.

Instructions for Facilitators

1. Divide the larger groups into smaller groups of four or five.*
2. Give each group a ball of yarn, a set of family figures, scissors, and sheets of heavy paper.
3. Go over the following directions with the groups. (These should have been duplicated on newsprint prior to the session.)

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*See Appendix I, "Working with Small Groups"

Directions

- List on a sheet of paper the members of the family in the case study you have just completed.
- You may add additional family members not mentioned if you wish.
- After the group has developed its family, decide which institutions the family might be using and cut these out. (There are only two buildings represented. One is similar to a church or synagogue. The other might be used for a school, apartment building, hospital, etc.)
- Once it has been decided what community institutions are part of the family's support unit, cut the building out.
- It is O.K. to use any figure or building more than once, just cut out duplicates. For example, you may use the male figure to represent father, uncle, or brother.
- Once the family members and community institutions have been cut out and labeled, divide family members and institutions among the group members.
- Arrange your chairs in a circle: Attach one end of the ball of string to the chair. A member of the group should be holding on to the ball of yarn.
- This person will begin by indicating the family members or institution that s/he represents and how they are supportive to the family.
- S/he will then throw the ball of yarn across to another group member, who will attach it to his/her chair.
- That person will then indicate the family members or institution that they represent and how they are supportive to the family, tossing the ball across to another member of the group.
- This process should continue until all family members and community institutions have been used.

- At this point, the group should have a visible "network" made up of the strands of yarn.
- When the "network" has been completed, the group should take their "doll" family and institutions and toss them onto the network that has been built.
- Does the network hold up?

4. Have the groups come back together and use the following questions to summarize the activity:

Key discussion questions

- **Have all the members of the family been supportive in ways that were positive to the family?**
- **Is there a supportive role that a family member could have played but did not?**
- **What was it and what could they have done?**
- **Why is it sometimes difficult to ask for help?**
- **When you put the doll family and institutions on the network, did anyone fall through?**
- **How could this have been prevented?**

Activity V: **GIVE IT SOME THOUGHT** (15 minutes)

The purpose of this exercise is to encourage members of the group to apply some of the information and knowledge they have gained from the session to their own experiences. **Note: Participants should be encouraged to try out the activity but should not be made to feel that they cannot participate in the sessions unless they do. These activities are meant to be tools to help group members deal with some of their problems.**

Instructions for Facilitators

1. With a volunteer, summarize what has been done in this session. The summary should include the following:
   - Exploration of how to overcome stumbling blocks to effective parenting
   - A mapping out of social worlds and discussion of where we get support
   - Discussion of how to build a support network.
2. After this summary is complete, indicate to the group that you would like them to give some thought to one of two possible things:
   - Working on the removal of stumbling blocks using the list they worked as the take-home activity from Session 2.
   - Think of a situation in which they would need support and who could provide them with help from their formal and personal networks.
3. Give each member of the group the work sheet entitled "My Family Support Network." Go over the directions, indicating that they should use the same method with this sheet as they used in developing the support network for the case study. Ask whether people have any questions about the session or the take-home activity. Answer any questions.
4. Tell participants that if they do the stumbling blocks activity, they can use the back of the work sheet on which they made their stumbling blocks list.
5. At this point the session should be ended. Remember to make some positive remarks to the group about their contribution and participation.

PARTICIPANT DECK OF CARDS: STUMBLING BLOCKS: WHAT LIMITS EFFECTIVE PARENTING

Parent earns living for the family and so has less time and energy for family.

Parent reluctant to give up any of his/her importance as a parent.

Society indicates that children need two parents.

Parent doesn't feel as though s/he knows how to take care of children.

Parent was not brought up to believe that fathers can be nurturing to children.

Parent was brought up to believe that mothers should be at home with children.

Parent feels s/he must be both mother and father to the children.

Children always ask why other parent is not in the home.

Parent feels uncomfortable with children.

The Robert Jones Family (case study)

Robert Jones' wife died recently, leaving him with three children to raise: Robert Jr., 13; Mary, 11; and John, 9. Both Robert's parents and his sister-in-law have offered to take over the care of the children in their homes, but Robert feels that he is able to care for the children himself. Besides, after such a loss, he feels that he needs the children as much as they need him, and he has no intention of becoming a weekend father. When his wife was alive, Robert was very active in caring for the children. When they were babies, he had learned along with his wife how to feed and bathe them and had taken his turn changing diapers and walking them when they got up at night.

Today, Robert learned from his boss that he would have to work the late shift. The late shift is from 4:00 in the afternoon until midnight. This means that while Robert will be at home to get the children off to school and will be there when they return home, he will not be with them from about 3:30 in the afternoon until about 12:30 at night. Robert's boss has indicated that this change in shift is temporary.

Charlotte Cooper (case study)

Charlotte Cooper's husband deserted his family about three months ago. Mrs. Cooper was unemployed when her husband left and is currently receiving public assistance for herself and her five children. The children are three, five, six, nine, and twelve years of age. While Mrs. Cooper never considered her family wealthy, her husband was able to provide more money for the family to live on than they are able to get from welfare. Charlotte Cooper feels depressed most of the time because of the separation from her husband and her seeming inability to provide her children with all that she feels they need.

Mrs. Cooper has considered finding a job. She never finished high school and the only job she ever had was as a part-time salesclerk in a department store. She married when she was sixteen because she was pregnant. Her husband was a high school graduate. Charlotte Cooper has never worked at a full-time job, because her husband had not wanted her to work or complete her high school education after they were married. He expected her to stay at home and take care of the baby and the house. At this point, she is not even sure of how to go about finding a job, what work she is skilled for, or if she has any skills at all.

Mrs. Cooper worries about how the children will manage if she is not around to care for them. The washing, ironing, shopping, and other household chores to be done make her day seem endless. In addition, Mrs. Cooper feels she must walk the school-age children to school in the morning and pick them up in the afternoon. They are never allowed to play in the park down the street unless she goes with them.

Mrs. Cooper is an avid churchgoer. She and the children go to church every Sunday. Visits from her aunt and two other women who live in the same building form another social outlet. Mrs. Cooper's third social outlet is with the public school her children attend. She is the class mother for her nine-year-old child's class, and she often accompanies the class when they go on trips. The teachers at the elementary school all think highly of

Mrs. Cooper and have complimented her often on the way she interacts with all the children when she is in the building. In fact, several teachers have mentioned the adult education program in the school district as something Mrs. Cooper might look into. She has considered it but believes that going to classes and studying would be very difficult for her at this time. She feels that returning to school would take time from her household chores and from meeting the needs of her children. Yet, she is concerned about their lack of money and not being able to make ends meet.

Jane Ames (case study)

Jane Ames is 40 years old and has two sons, Steven Jr., 12, and Joseph, 6. She has been separated from her husband for about six months. Both Jane and her husband feel certain that their separation will lead to a divorce. Neither Jane nor her husband has any bad feelings toward the other and both are trying hard to arrive at a divorce settlement that is acceptable to them and the children. Jane's mother and father were very upset when they heard that their daughter had separated from her husband and have been pressuring the couple into trying to "save" their marriage. Jane's parents feel that Jane and her husband are being selfish and thinking only of themselves.

Jane completed two years of college before she got married and worked as a secretary before her first child was born. Since her separation she has gone back to work, but because she has been out of the job market for about 13 years, her secretarial skills are rusty and she is not familiar with the new office equipment. She is currently working in the secretarial pool of a large firm several miles from her home. Although her salary is low, she feels that she will be able to get a better-paying position in the company once her skills improve.

Before Jane and her husband were separated and she went back to work, she ran an efficient household. She was proud that her husband and her children ate well and that the house was always clean and comfortable. She even had time to participate in outside activities that gave her satisfaction.

Since she has gone back to work, she feels there aren't enough hours in the day. When she gets home from work, she rushes to prepare dinner for herself and the boys. There's always laundry to do, and the beds never get made anymore. Both boys constantly complain about having to make their own lunches and have made no effort to pick up after themselves. On more than one occasion Jane's mother-in-law has offered to come over to prepare meals for Jane and the children. Jane had thought this would be helpful, but the boys created such a fuss about not liking their grandmother's cooking that Jane now refuses her mother-in-law's offers.

Because she has had to work and take care of the house, Jane has had no time to participate in her outside activities or to practice her office skills as she had planned, and she feels tired all the time.

The Maggie Smith Family (case study)

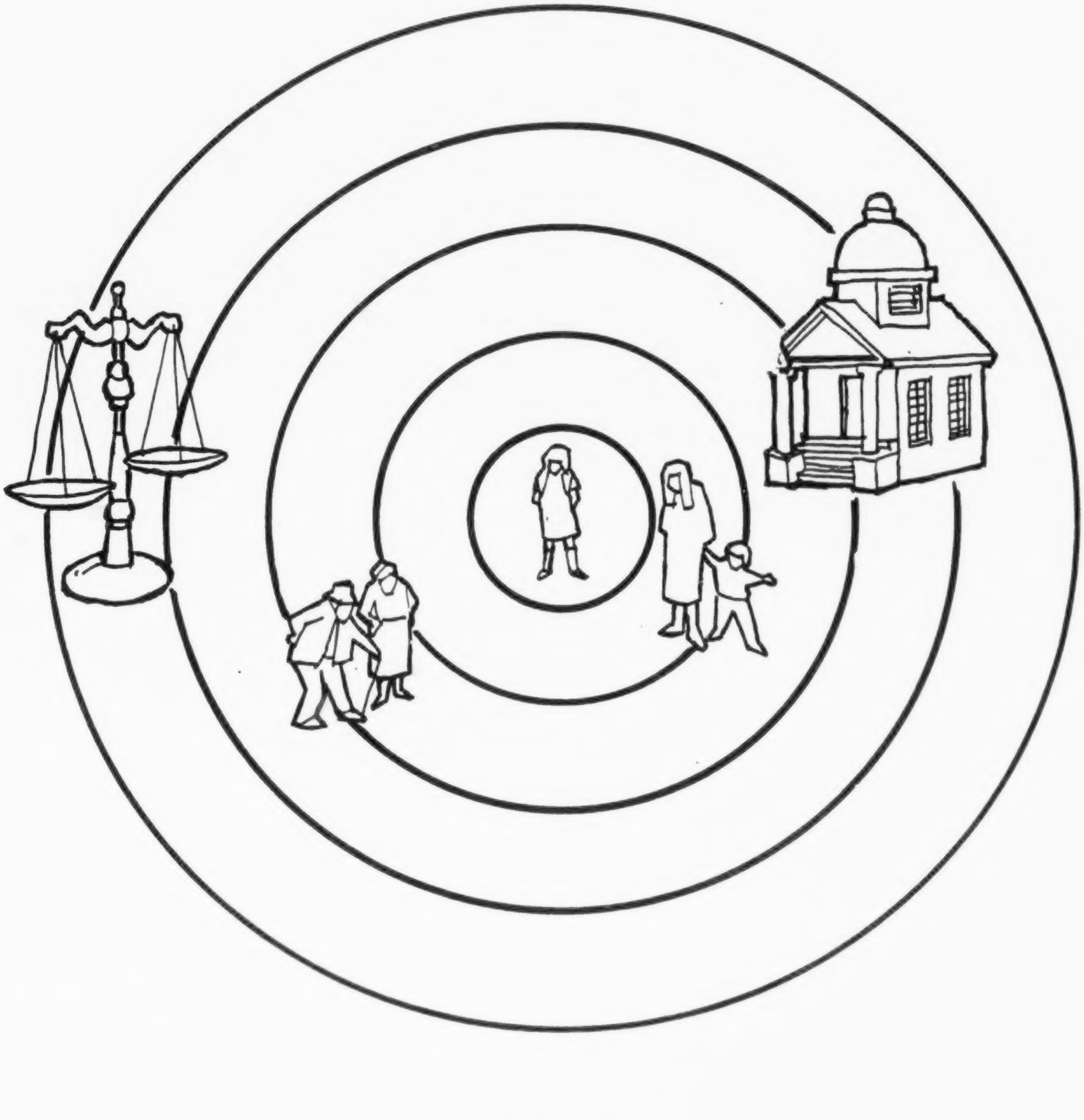
Maggie Smith has been separated from her husband for two years. It is not likely that they will ever be reunited. When they were first separated, Maggie's husband, John, sent support payments regularly, but recently the support payments have not been coming as regularly. When they come, the amount is not enough to support Maggie and the children, Sally, 6, and John, 4. John and Maggie have quarreled about this on several occasions, and Maggie has threatened to forbid John from seeing the children and to take him to court.

To supplement her support payments, Maggie has decided to go to work. Several months ago, Gail, a single parent in the complex where Maggie lives, told her of a job training program that she was in and encouraged Maggie to go with her. Maggie took her friend's advice and enrolled in the program. In the morning, while Maggie was receiving training, Gail's mother watched Maggie's children. At the time, Maggie's daughter, Sally, was attending first grade and John was in the Head Start program in the complex. The care arrangement worked well. Gail's mother cared for John all morning then picked up Sally at noon and took John to Head Start for the afternoon. Maggie picked up Sally from Gail's mother's house at about 1:30.

Maggie's sister has been encouraging Maggie to be more independent and not rely totally on John's support payments. She has also asked Maggie to come live with her and her husband and children. Maggie's feeling is that her sister's home is not large enough to accommodate her and her two children and that living in cramped quarters might create friction. She prefers the privacy of her own home.

Maggie finished her training and has recently gotten a job at a hospital. As a new employee, she has to work the evening shift from 3:00 in the afternoon until 11:00 at night. Gail's mother will no longer be able to care for Maggie's children because her own family arrives home in the afternoon and she would like to devote all of her time to them. John, Maggie's husband, has said that he wants her to stay home with the children and not work. Her friend Gail has indicated that she will care for the children from 6:00 in the evening until Maggie gets home, if Maggie can find someone to care for them from 3:00 p.m. until 6:00 p.m. Maggie has considered leaving Sally and John at home until Gail can come over, but she is afraid that something might happen to them.

SOCIAL WORLD OF THE PARENT



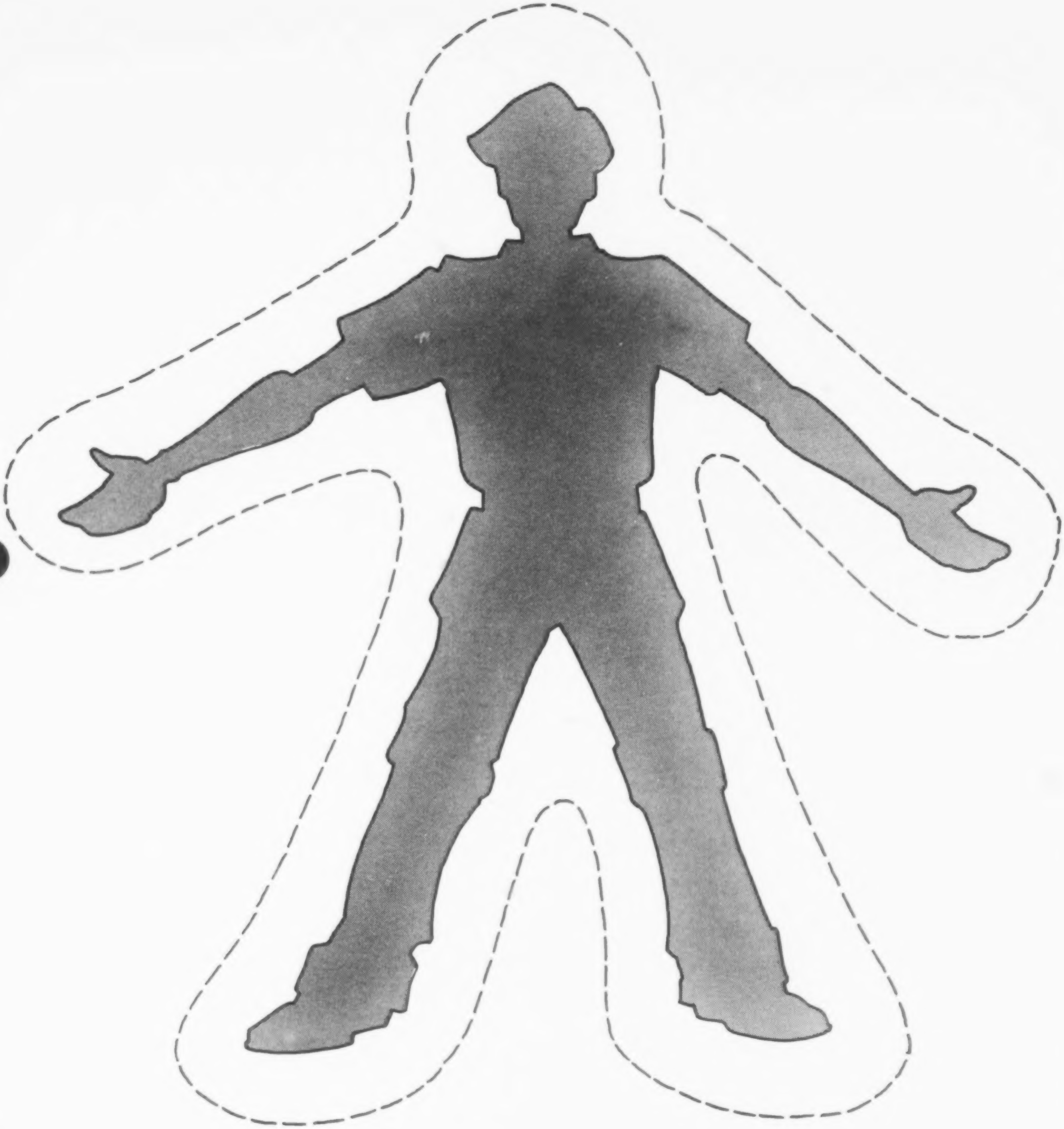
Session 3 **Give It Some Thought**

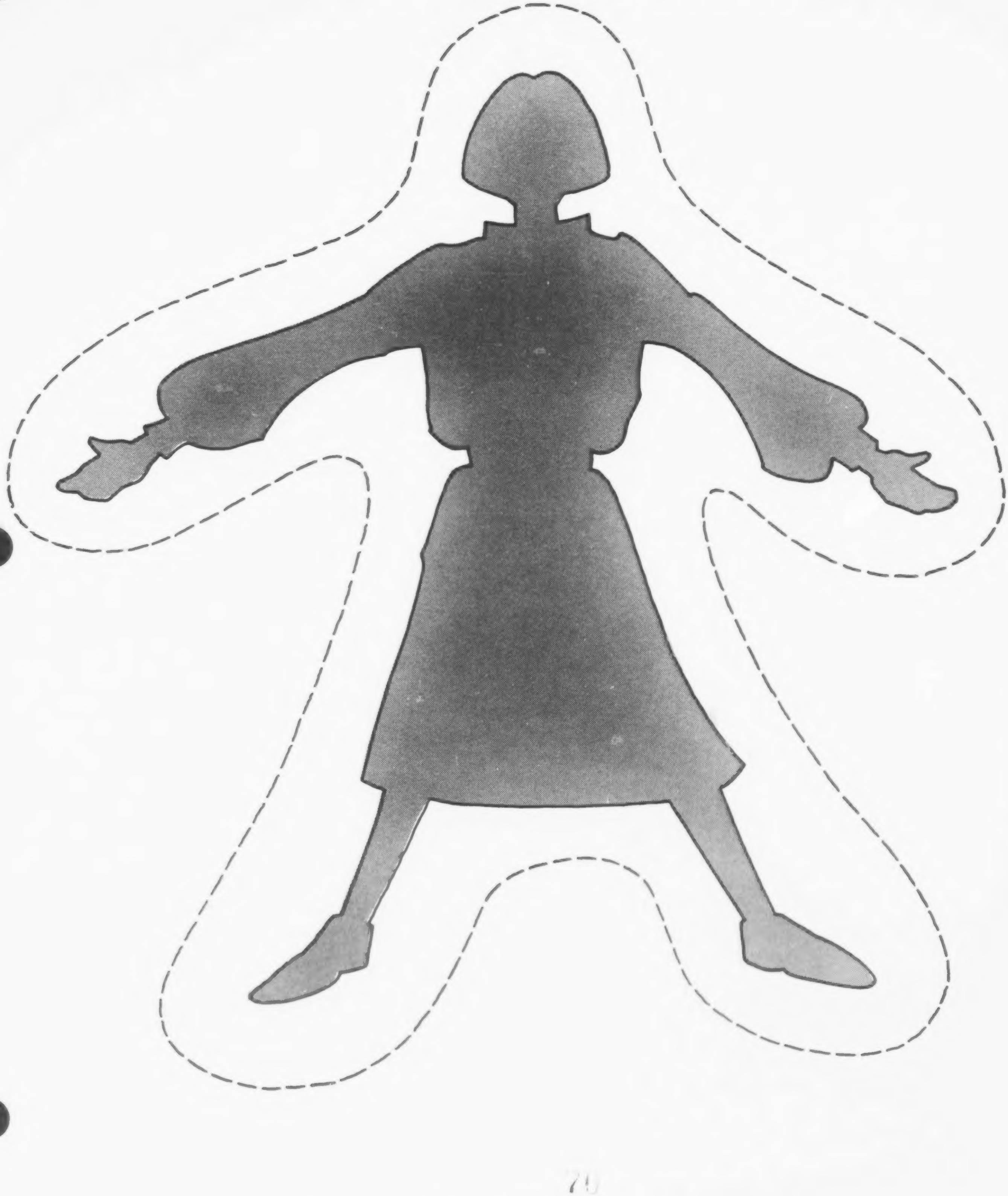
My Family Support Network

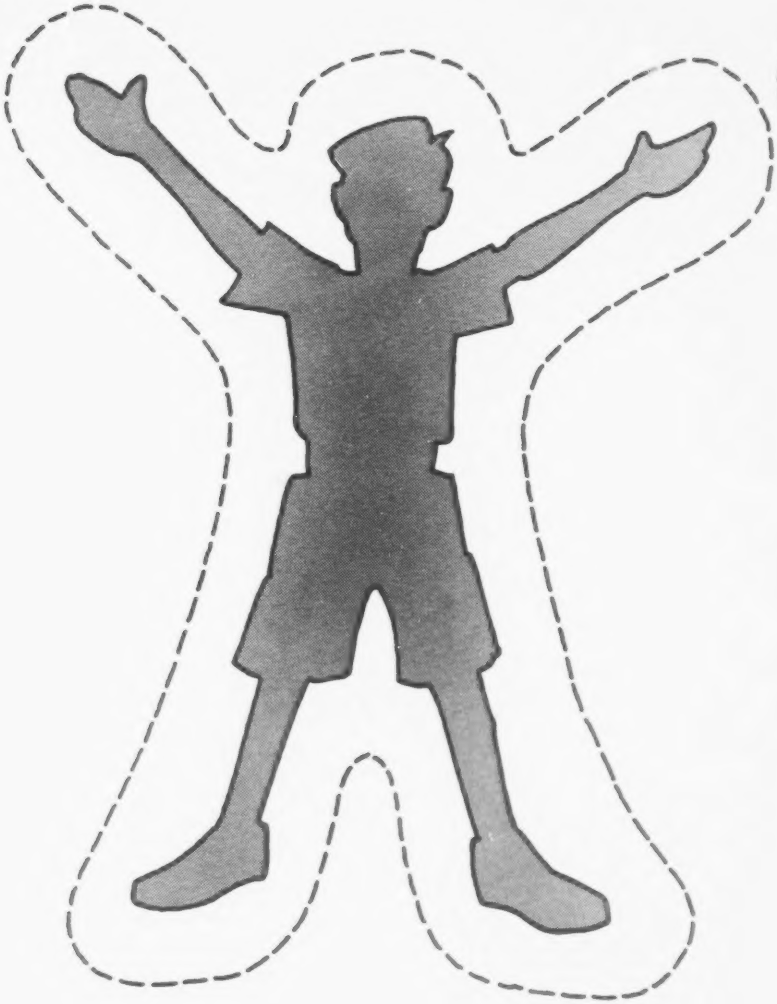
In the space below, describe briefly a situation in which you needed support. In the column at the left, write the names of people in your formal network who could have provided or did provide support. In the column at the right, write the names of people or institutions in your personal network that could have provided or did provide support.

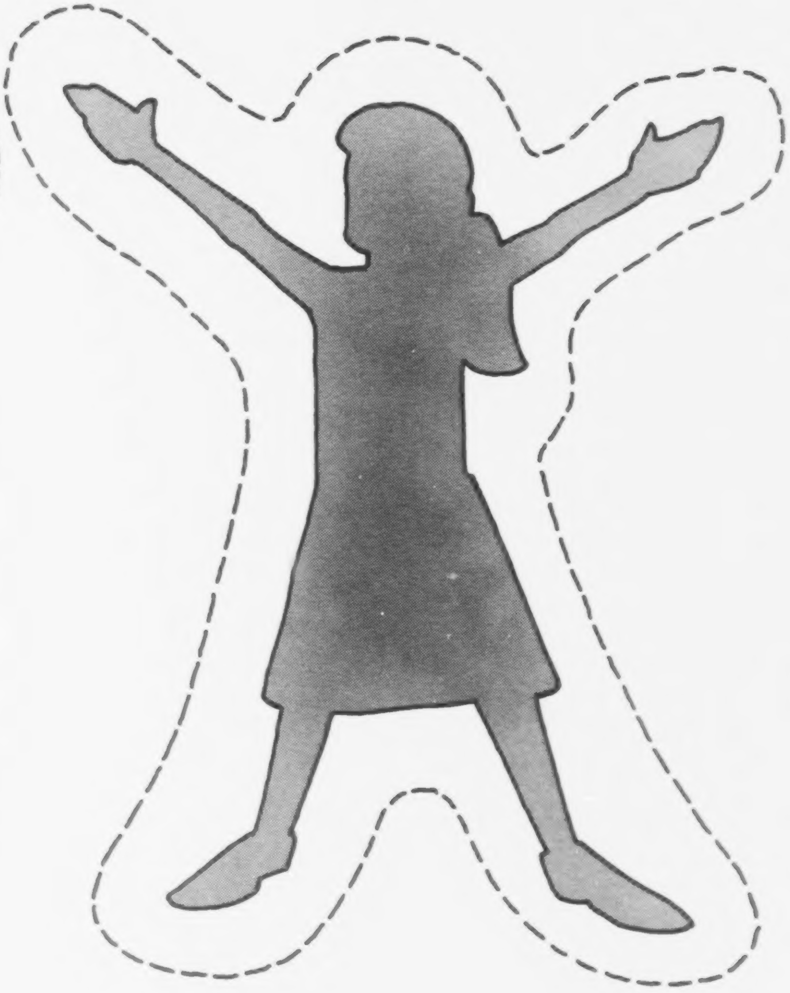
Situation (brief description)

Formal Network	Personal Network









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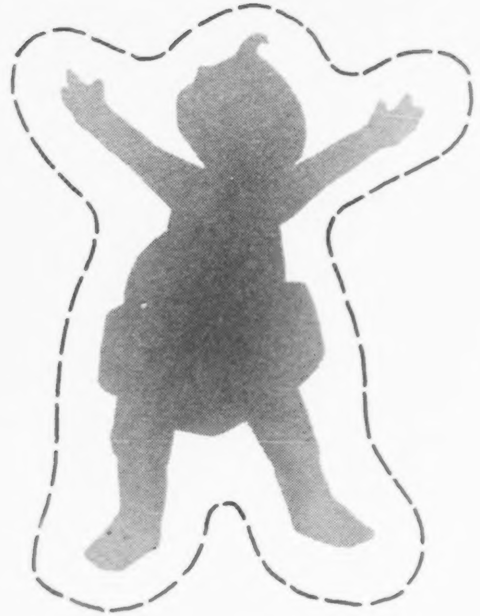

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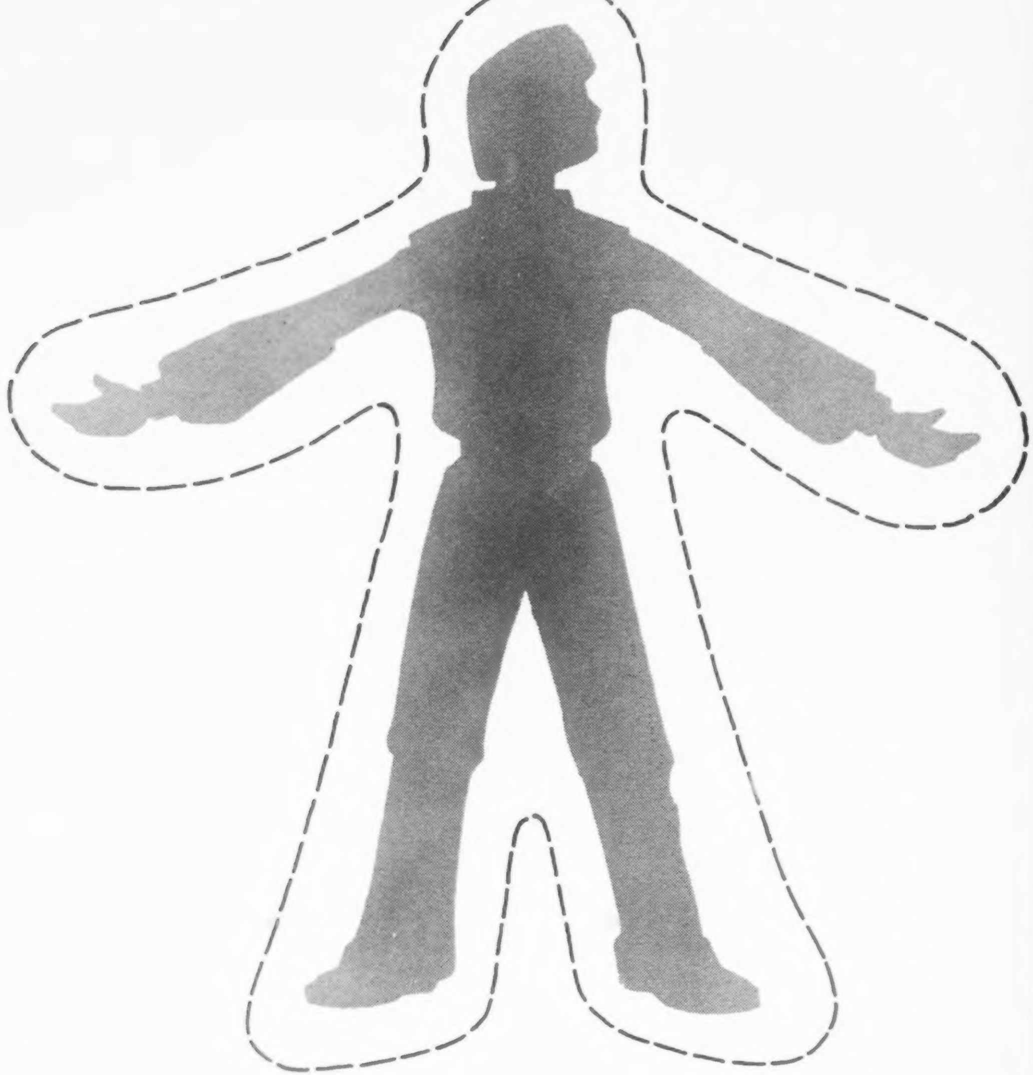

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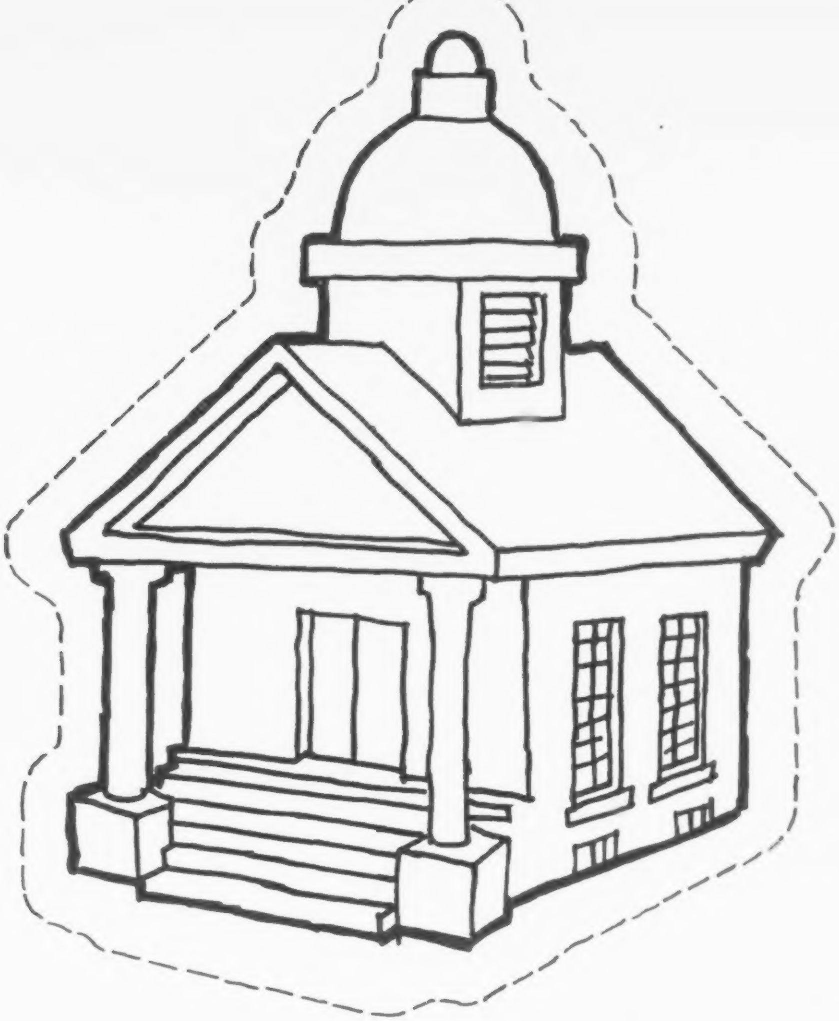

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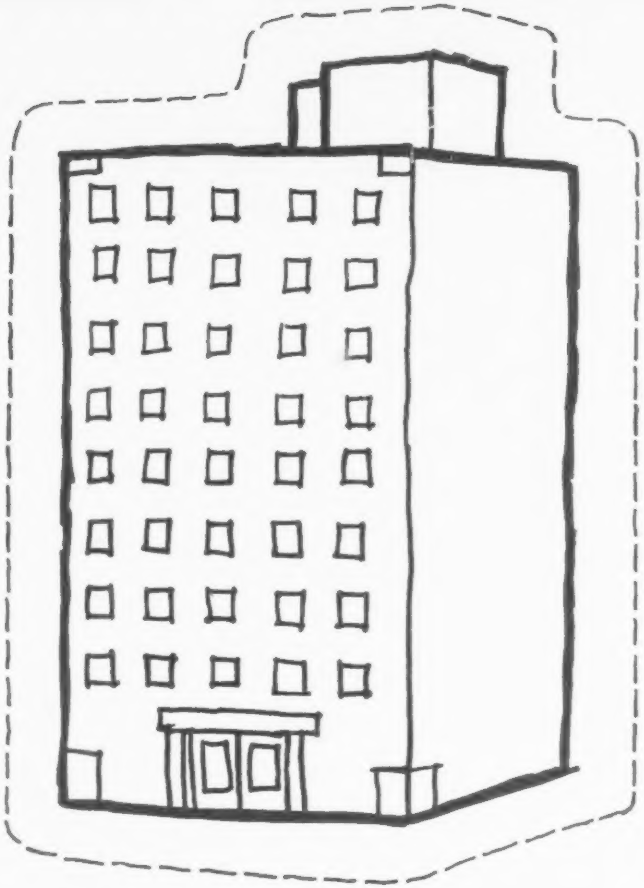

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Part I: Society Doesn't Make It Easy

Session 4

Wonder Parent

BACKGROUND INFORMATION

Audience: Single parents (male and female)

Objectives

- To identify sources of parental frustration
- To look at some of the consequences of frustration
- To share how we can better deal with frustration
- To help parents overcome obstacles that interfere with their ability to live as they would like

Workshop Preparation

Materials Needed

- Newsprint and marker or chalk and blackboard
- Extra pencils
- Enough chairs and tables to give each participant some work space
- Agenda for this session on newsprint
- Enough copies of the Smith case study for each participant
- A paper plate for each participant
- Large pie graph on newsprint paper
- Rulers
- "My Family Support Network" chart on newsprint paper (see Session 3, page 24)

- Work sheet "What Children Need from Parents" for each participant (see Session 4, pages 15-16)
- Work sheet "Unrealistic Views of Parenting" for each participant (see Session 4, page 17)

Workshop Agenda

Activity I: Review of Give It Some Thought (40 minutes)

Activity II: Slices of Time (50 minutes)

Activity III: Time for Parenting (30 minutes)

Activity IV: Give It Some Thought (30 minutes)

Estimated Time: 2½ hours

Materials Preparation

1. Be sure to read the entire workshop outline before actually doing the workshop.
2. Duplicate agenda on newsprint
3. Activity I
   - Duplicate "My Family Support Network" on newsprint (see Session 3, page 24).
   - Duplicate "Stumbling Blocks to Effective Parenting" on newsprint (see Session 2, page 13).
   - Duplicate enough copies of the Smith case study for each participant.
   - Directions for doing Activity I option on newsprint.
4. Activity II
   - Large pie graph on newsprint.
   - Sample of your day on paper plate.
   - Paper plates, rulers, and pencils for each participant.

5. Activity III

   - Duplicate enough copies of work sheet "What Children Need from Parents" (see Session 4, pages 15-16).

6. Activity IV

   - Duplicate enough copies of "Unrealistic Views of Parenting" for each participant (see Session 4, page 17)

WORKSHOP ACTIVITIES

Activity I: **REVIEW OF GIVE IT SOME THOUGHT: GETTING YOUR SOCIAL NETWORK WORKING FOR YOU AND OVERCOMING STUMBLING BLOCKS** (40 minutes)

The purpose of this activity is to review the exercise given to the group at the end of the last session.

Instructions for Facilitators

1. Chairs should be arranged around tables. Be sure that each participant has enough work space.
2. Welcome the group to the session. Have any new members introduce themselves to the group and have regular group members do the same. Be sure you introduce yourself.
3. Tape up the agenda for this session and go over it with participants.
4. Tape up the two "Give It Some Thought" work sheets from the last session.
5. Repeat directions for the exercise that was given at the end of the last session:

> **The exercise that you were asked to work on at the end of the last session was to either get the people in your social network to view you differently, or to ask someone in your personal network for help, or to work on overcoming stumbling blocks to effective parenting.**

6. Ask for a volunteer who would be willing to share with the group any part of the exercise that he or she attempted.

   If someone volunteers, the following questions might be helpful in getting the discussion started.

   - **What was it that you decided to work on?**
   - **Who did you decide to turn to for help?**
   - **What stumbling block did you decide to work on?**
   - **What steps did you take?**
   - **How did it go?**

   Encourage other members of the group to join in this discussion, but be sure none of the participants' questions is overly personal or critical.

Option

If no one has done the challenge or no one wishes to share with the larger group you might share something from your own experience or do the following:

1. Pass out copies of the Smith family case study.
2. Read the case study:

The Maggie Smith Family (case study)

Maggie Smith has been separated from her husband for two years. It is unlikely that they will ever be reunited. When they were first separated, Maggie's husband, John, sent support payments regularly, but recently the support payments have not been coming as regularly. When they come, the amount is not enough to support Maggie and the children, Sally, 6, and John, Jr., 4. Maggie and John have quarreled over this issue on several occasions, and Maggie has threatened to forbid John from seeing the children and to take him to court.

To supplement the support payments, Maggie has decided to go to work. Several months ago, Gail, a single parent in the apartment complex where Maggie lives, told her about a job-training program she was in and encouraged Maggie to go with her. Maggie took her friend's advice and enrolled in the program. In the morning, while Maggie was receiving training, Gail's mother watched Maggie's children. At the time, Maggie's daughter, Sally, was attending first grade and John was in the Head Start program in the complex. The care arrangement worked out well; Gail's mother cared for John all morning then picked up Sally at noon and took John to Head Start for the afternoon. Maggie picked up Sally from Gail's mother's house at about 1:30.

Maggie's sister has been encouraging Maggie to be more independent and not rely totally on John's support payments. She has also asked Maggie to come live with her and her husband and children. Maggie's feeling is that her sister's home is not large enough to accommodate her and her two children and that living in cramped quarters might create friction. She prefers the privacy of her own home.

Maggie finished her training and has recently gotten a job at a hospital. As a new employee, she has to work the evening shift from 3:00 in the afternoon until 11:00 at night. Gail's mother will no longer be able to care for the children because her own family arrives home in the afternoon and she would like to devote all her time to them. John, Maggie's husband, has said that he wants her to stay home with the children and not work. Her friend Gail has indicated that she could care for the children from 6:00 in the evening until Maggie gets home, if Maggie can find someone to care for them from 3:00 p.m. until 6:00 p.m. Maggie has considered leaving Sally and John at home alone until Gail can come over, but she is afraid something might happen to them.

3. After you have read the case study, divide into groups of three (triads*). Each triad should have a recorder* who will report to the larger group.

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*See Appendix I, "Working with Small Groups"

4. Tape up a sheet of newsprint with the following directions on it:

   Directions

   - List all the problems Maggie has to deal with now that she is working.
   - Make a list of the people, places, or institutions in Maggie's social world network.
   - Pick one of the problems that you have listed and try to solve it using Maggie's social world network.
   - You have 20 minutes to complete the task.

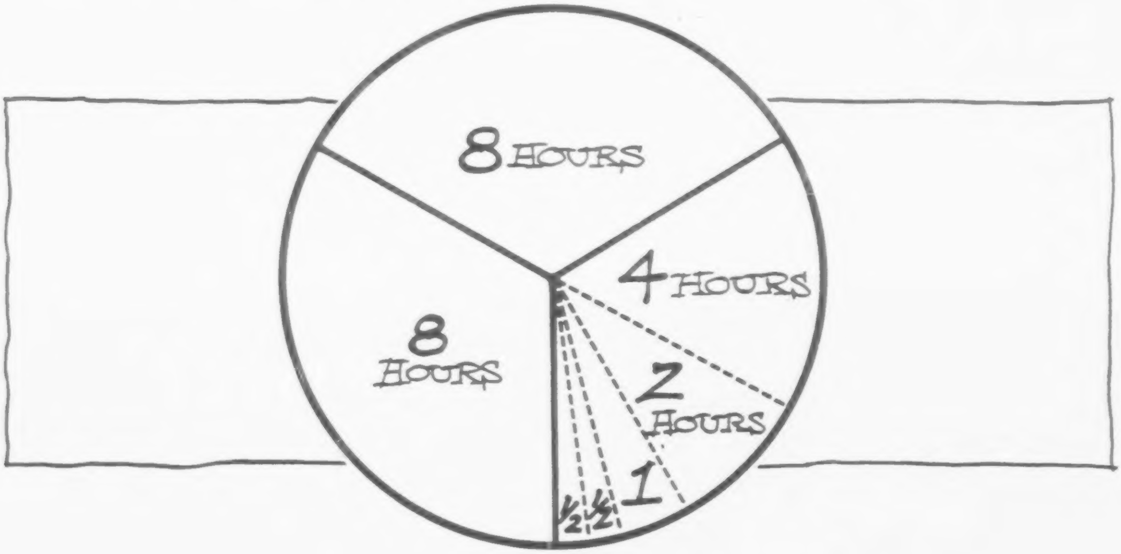
5. After about 20 minutes, ask everyone to reconvene in the large group.
6. Tape up a sheet of newsprint and label it "Problems Maggie Has to Solve." Tape up a second sheet and label it "Maggie's Social World Network."
7. Ask each group recorder to indicate the problems his or her group identified. Put a check mark next to any problem that more than one group has identified.
8. After all of the problems have been listed, ask a recorder to indicate the people, places, and institutions in Maggie's social world network. Add this information to the appropriate list. Responses such as Maggie's employer and her church, even though they are not specifically mentioned in the case study, are acceptable.
9. After the problem and the solution have been described, ask for input from the larger group. Repeat steps 8 and 9 until all the triads have reported. If more than one group worked on the same problem, ask whether the solutions were the same and, if not, how they were different.

Activity II: **SLICES OF TIME** (50 minutes)

The purpose of this activity is to give participants an opportunity to produce a graphic representation of how they spend their time.

Instructions for Facilitators

1. Start the activity by showing the group the large sample pie graph you have made. Indicate to the group that one of the things that will be discussed today is time. Using the pie graph, show the group how each day can be thought of as being like a pie divided into 24 sections, one section for each hour. Let the group know that you have made a graph of your day as a model and would like each of them to make a graph that shows how they spend their day.
2. Ask participants to move to tables and pass out paper plates, rulers, and pencils.
3. Using your sample graph, show the group how to divide their plates into thirds, indicating that each third represents an eight-hour period. (Demonstrate on the large graph.) Show how 8-hour segments can be divided into halves, quarters, or eighths to get 4-hour, 2-hour, and 1-hour segments. (Demonstrate on the large graph.) Be sure to ask for questions before going to the next step.



4. After you have answered questions, tape up a sheet of newsprint and label it "Things That Must Get Done." Indicate the following:

   In the 24 hours that make up each day, some things absolutely must get done. Let's make a list of those things to be sure they are included.

   The list might include sleeping, eating, working, and child care. After you have completed the list, tell the participants to begin work on their pie graphs.

5. Move around the room while the group is working to answer questions and provide assistance.

6. When everyone has finished, ask if anyone would like to share his or her graph with the group. Comment, but do not be critical. Comments such as the following are appropriate.

   - **Can you get along on that much sleep?**
   - **How old are your children?**
   - **Do you use other child care?**

7. Lead a discussion using the following questions:

   Key discussion questions

   - **Are you spending your time as you wish?**
   - **How would you like to spend your time?**
   - **What is preventing you from spending your time as you wish?**
   - **How could you use your formal and personal networks to help you spend your time as you wish?**

   The answers generated by these questions should lead directly into the next activity, "Time for Parenting."

Activity III: **TIME FOR PARENTING** (30 minutes)

The purpose of this activity is to get participants to look at their roles as parents in terms of the number of hours they spend in caring for their children, whether the time spent in parenting takes time from other activities, if this leads to frustration, and what means they have at their disposal to relieve some of this frustration.

Instructions for Facilitator

1. Indicate to the group that in previous sessions the goals and aspirations parents have for their children (Session I), what they value for their children, and how much of their day is spent in caring for children have been discussed. During this session, we are going to do four things: 1) re-examine what children need from parents; 2) discover how much time is spent meeting children's needs; 3) determine whether or not the time spent can lead to feelings of frustration; and 4) if frustration does occur, explore how can it be overcome.
2. Hand out the work sheets, "What Children Need from Parents." Point out that the work sheet provides spaces for writing down the things that children need from their parents. Beside each line is a space that can be used to indicate the amount of time per day needed to provide those things. Indicate that they might want to refer to the "slices of time" graph to help with this part of the sheet. (An example might be that children need parents to provide them with food. By checking the slices of time chart it can be seen how much time you spend in food preparation or shopping and indicate that time on the work sheet.)
3. Tell the group they have about 15 minutes to work on the activity. You should use this time to circulate and answer any questions that individuals may have about filling out their sheets.

Note: If you know for certain that there are members of the group who may have trouble listing things on sheets you may wish to make a master list of "Things Children Need from Parents" before giving out the individual work sheets.

There are, of course, things that children need from parents that can't be measured in terms of hours or minutes, such as love, nurturance, self-esteem, etc. Participants should be encouraged to list how they show love to their children, e.g., reading a story, an outing on the weekend, etc. These all require time.

4. After the participants have finished working on their sheets, bring them together as a large group and ask the following questions:

Key discussion questions

- How many people find that a large part of the day is spent meeting the needs of children directly or indirectly?
- What kinds of things are you doing?
- How much time is left for yourself?
- Do you get pleasure and joy from meeting the needs of your children?
- Does this make you feel frustrated in any way?
- If you are frustrated about the amount of time you have for yourself, what changes could you make in your approach to parenting that would leave you less frustrated?

Note: You might, if time permits, want to tape up a sheet of newsprint and list some of the approaches. This last question should lead into the fourth activity, Give It Some Thought.

Activity IV: **GIVE IT SOME THOUGHT** (30 minutes)

Instructions for Facilitators

1. Ask for a volunteer to summarize the group's activities during this session. The summary should include what the group has looked at and what children need from parents, for instance:

    - the amount of time it takes to provide these needs
    - the frustrations that may occur when we try to do all that we and society feel we should be doing.

    The Give It Some Thought exercise for Session 4 is for participants to look at their own situations as single parents and see if there is one unrealistic view they have in terms of their parenting roles and see what steps they can take to change this unrealistic view.

2. Pass out the work sheet "Unrealistic Views of Parenting."
3. Indicate to the group that the sheet is divided into two columns. In the first column they should write down one thing about their parenting role that they are being unrealistic about. In the second column they should write the steps they can take to change.
4. Ask for and answer any questions.
5. At this point the session should be ended. Remember to make some positive remarks to group members concerning their participation and involvement in the group's activities.

Preparation for Session 5

Session 5 is one that can be done with parents and older children (9 to 15)* working as teams. If you think your participants would benefit from having their children join them in the next workshop you should announce at the end of this workshop that they should bring their children to the next session. Parents should understand that the children need to be able to ask questions and give their opinions on some issues and that they, as parents, should feel comfortable about their children taking an active part in the session. In addition, as facilitator, you should feel comfortable working with children aged 9 to 15. It might be helpful if a few minutes were spent discussing this aspect of the session with parents. Most important, you should be thoroughly acquainted with Session 5 before you begin this discussion.

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*See Appendix I, "Children in Meetings"

The Maggie Smith Family (case study)

Maggie Smith has been separated from her husband for two years. It is not likely that they will ever be reunited. When they were first separated, Maggie's husband, John, sent support payments regularly, but recently the support payments have not been coming as regularly. When they come, the amount is not enough to support Maggie and the children, Sally, 6 and John, 4. John and Maggie have quarreled about this on several occasions, and Maggie has threatened to forbid John from seeing the children and to take him to court.

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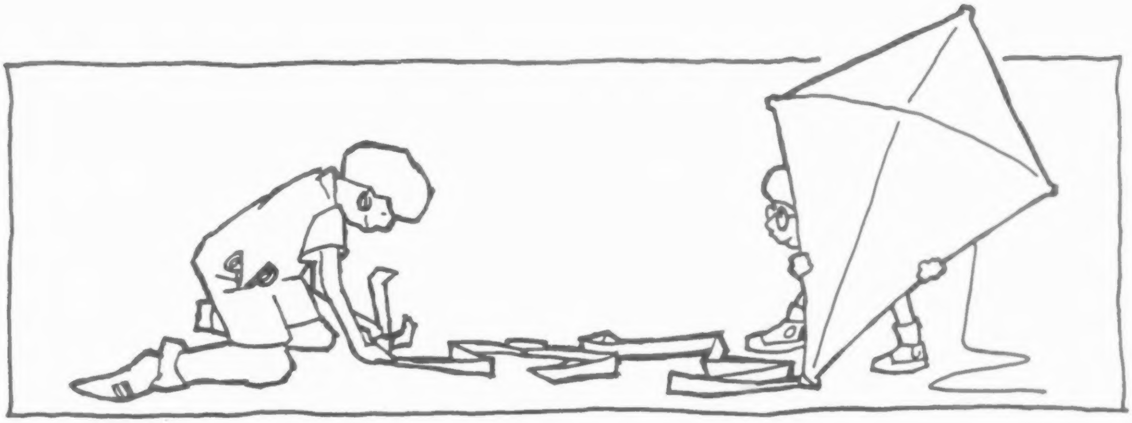
Maggie finished her training and has recently gotten a job at a hospital. As a new employee, she has to work the evening shift from 3:00 in the afternoon until 11:00 at night. Gail's mother says that she will no longer be able to care for the children in her home because her own family arrives home then and she would like to devote all of her time to them. John, Maggie's husband, has said that he wants her to stay home with the children and not work. Her friend Gail has indicated that she will care for the children from 6:00 in the evening until Maggie gets home, if Maggie can find someone to care for them from 3:00 p.m. to 6:00 p.m. Maggie has considered leaving Sally and John at home until Gail can come over, but she is afraid that something might happen to them.

WHAT CHILDREN NEED FROM PARENTS



Amount of Time It Takes

1.

2.

3.

4.

5.

Amount of Time It Takes

6.

7.

8.

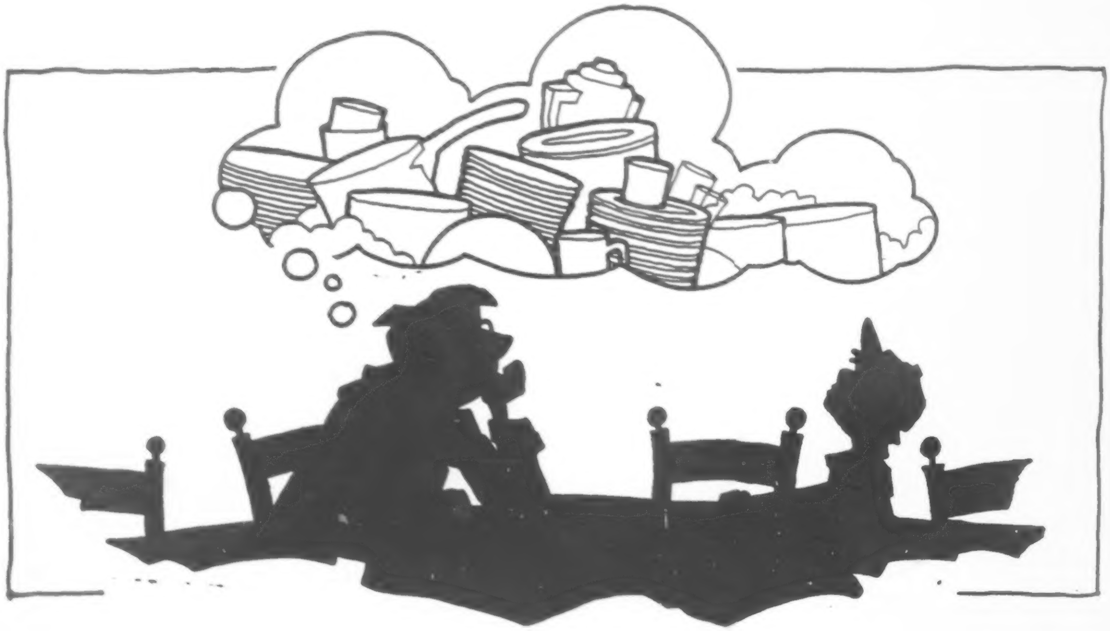
9.

10.

Session 4

UNREALISTIC VIEWS OF PARENTING

Give It Some Thought Work Sheet



My Unrealistic View of My Parenting Role	Steps I Can Take to Change This View

Part I: Society Doesn't Make It Easy

Session 5

Children and Household Management

BACKGROUND INFORMATION

Audience: Single parents (male and female) and older children (9 to 15).

Note: Children under 5 will not be able to play the games in the session or share feelings and other information with parents. Children 5 to 8 might be able to play the games if other members of the family help them.

Objectives

- To re-examine how the family's time is used and to see what changes can be made
- To assist families in seeing how they can or do function as a cooperative family unit
- To encourage children to examine the roles they can play in preventing work overload for their parent
- To determine what changes, if any, the family needs to make to improve the quality of their time together

Workshop Preparation

Materials Needed

- Newsprint and magic marker or blackboard and chalk
- Extra pencils
- Agenda for this session on newsprint
- A jar or container for each family
- Slips of paper in different colors--each family member will be using a different color and will need about a dozen slips

- Work space for each family--tables and chairs
- Enough copies of the Ames, Smith, and Cooper case studies for each participant
- Enough copies of Session 4 Give It Some Thought, "Unrealistic Views of Parenting" work sheet for each adult participant.
- Questions for Jane Ames case study on newsprint

Workshop Agenda

Activity I: Review of Give It Some Thought: Unrealistic Views of Parenting (30 minutes)

Activity II: Gaining Their Cooperation (30 minutes)

Activity III: Negotiating Change (40 minutes)

Activity IV: Time for Each Other (30 minutes)

Activity V: Give It Some Thought (20 minutes)

Estimated Time: 2½ hours

Materials Preparation

1. Be sure to read through the entire session outline before actually doing the workshop.
2. Write the agenda on newsprint.
3. Activity I
    - Duplicate "Unrealistic Views of Parenting" on newsprint (see Session 4, page 17).
    - Duplicate copies of Ames, Cooper, and Smith case studies for each small group.
    - Prepare directions for the Option in Activity I on newsprint (see Session 5, page 5, item #3).
4. Activity II
    - Duplicate enough copies of Jane Ames case study for each family group.
    - Prepare discussion questions for Activity II on newsprint (see Session 5, page 7, item #3, key discussion questions).

5. Activity III

- Gather enough jars or cans for each family group. You might have parents bring a jar or container with them. You should, however, have plenty of extras for those who forget.
- Gather colored paper for making slips.
- Prepare directions for Activity III on newsprint (see Session 5, page 9, item #4).

WORKSHOP ACTIVITIES

Activity I: INTRODUCTION AND REVIEW OF GIVE IT SOME THOUGHT: UNREALISTIC VIEWS OF PARENTING (30 minutes)

The purpose of this activity is to give parents and children an opportunity to work together as a team to practice problem solving using a family in the one of the case studies, before they begin to work on their own individual family problems. It will also be an opportunity to review the exercise given the group at the end of the last session.

Instructions for Facilitators

1. The room should be arranged with tables and chairs so that family members will have space to work. When it is time to start the session, go to the front of the room and welcome the families to the session.
2. Ask any new parents in the group to introduce themselves and their children. Then ask the rest of the group to introduce themselves and their children. Remember to introduce yourself.
3. Tape up the agenda and go over it with the participants.
4. Tape up the work sheet from Session 4 and remind the group that the take-home activity from the last session was for parents to look at their own situations to see if

there was one unrealistic view that they had of themselves in their parenting role and to see what steps they could take to make a change.

5. Ask for a volunteer who attempted the activity and is willing to share with the rest of the group.

   If you get a volunteer, the following questions may be used to get the discussion started.

   - **What unrealistic view of your role as a parent do you want to change?**
   - **Why do you want to change this particular aspect of your parenting role?**
   - **What steps did you list to help you make the change?**
   - **How did it go?**
   - **How do you feel about what you accomplished?**

As the person responds to these questions you should write their responses on the newsprint work sheet. Other members of the group should be encouraged to join in this discussion. Children might also be encouraged to contribute.* In your role as group facilitator, you should be sure that none of the other participants' questions become too personal or critical.

Option

1. If no one in the group has worked on the take-home activity or is willing to share what they have done with the rest of the group, you may give an example from your own life situation or use the case studies.
2. If you use the case studies, divide the larger group into smaller groups with either two or three parents in each group depending on the number of parents present.

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*See Appendix I, "Children in Meetings"

Children should go to the same group that their parents are in. You should be sure that one of the adult members of the group is able to read. Give each team either the Jane Ames, Charlotte Cooper, or Maggie Smith case study and the work sheet "Unrealistic Views of Parenting" from Session 4 to work on. It is O.K. if more than one team is working on the same case study.

3. Tape up the following directions (they should be prepared on newsprint before the session).

   Directions

   - Read your case study.
   - On the work sheet, write down any instances of an unrealistic view of the parenting role that the parent in your case may be displaying.
   - Select one instance and write down the steps that the parent could take to change this view.
   - You have 10 minutes to complete this task.

4. Give the teams the signal to start. While the teams are working, circulate to be sure the teams understand what they are to do and that they are proceeding with the task. Pay special attention to those groups that include children to be sure that they are being encouraged to participate.
5. After 10 minutes bring the teams back together as a large group for discussion.
6. Going according to case study, select one team to report the unrealistic views of the parenting role they found in the case. They should then tell the steps they would take to correct this view.

   Encourage other members of the group to join in this discussion.
7. Repeat step 6 until all three case studies have been reviewed.

Activity II: **GAINING THEIR COOPERATION** (30 minutes)

The purpose of this activity is to give parents and children an opportunity to work together as a team to problem solve. They will use the family in the case study before they begin working on their own family issues.

Instructions for Facilitators

1. Pass out one copy of the Jane Ames case study to each family group and tell the group members that during this session they are going to be working on finding ways in which family members can cooperate with one another so that no one member is doing more than a reasonable share of the household chores, especially Mom or Dad, who may also have to work outside the home. Inform the groups that you are going to read a case study out loud and that after you finish, each family will try to see how the members of that family could divide the household chores so that the mother will not be left doing all of the work.
2. Read the case study.

Jane Ames (case study)

Jane Ames is 40 years old and has two sons, Steven Jr., 12, and Joseph, 6. She has been separated from her husband for about six months. Both Jane and her husband feel certain that their separation will lead to a divorce. Neither Jane nor her husband has any bad feelings toward the other and both are trying hard to arrive at a divorce settlement that is acceptable to them and the children. Jane's mother and father were very upset when they heard that their daughter had separated from her husband and have been pressuring the couple into trying to "save" their marriage. Jane's parents feel that Jane and her husband are being selfish and thinking only of themselves.

Jane completed two years of college before she got married and worked as a secretary before her first child was born. Since her separation she has gone back to

work, but because she has been out of the job market for about 13 years, her secretarial skills are rusty and she is not familiar with the new office equipment. She is currently working in the secretarial pool of a large firm several miles from her home. Although her salary is low, she feels she will be able to get a better-paying position in the company once her skills improve.

Before Jane and her husband were separated and she went back to work, she ran an efficient household. She was proud that her husband and her children ate well and that the house was always clean and comfortable. She even had time to participate in outside activities that gave her satisfaction.

Since she has gone back to work, she feels there aren't enough hours in the day. When she gets home from work, she rushes to prepare dinner for herself and the boys. There's always laundry to do, and the beds never get made anymore. Both boys constantly complain about having to make their own lunches and have made no effort to pick up after themselves. On more than one occasion, Jane's mother-in-law has offered to come over to prepare meals for Jane and the children, which Jane had thought would be helpful, but the boys created such a fuss about not liking their grandmother's cooking that Jane now refuses her mother-in-law's offers.

Because she has had to work and take care of the house, Jane has had no time to participate in her outside activities or to practice her office skills as she had planned, and she feels tired all the time.

3. After you finish reading the case study, tape up a sheet of newsprint that contains the following questions. (This should have been prepared before the session.)

Key discussion questions

- **Why do you think that one family member is left doing all of the work?**
- **How could this member of the family let the other members of the family know that help is needed?**

- **What are the jobs that need to get done in this family?**
- **Who, besides the mother, can help to get these jobs done?**

4. Tape up a second sheet of newsprint for writing down suggestions and answers to the questions.

5. As you ask the questions to get the discussion started, try to get the children* in the different families involved in the discussion. This can be done by:

   - Asking them a question directly
   - Asking how they feel about a comment that has been made
   - Asking what they would do or how they would behave if they were a member of this family.

The discussion generated by this activity should lead directly into Activity III, "Negotiating Change."

Activity III: NEGOTIATING CHANGE (40 minutes)

The purpose of this activity is to give parents and children the opportunity to:

- Examine the household chores that need to be done if their home is to run smoothly
- Determine who is currently doing these chores
- Determine if any one member is doing more than any other, and if so, decide what can be done to divide up the household chores more evenly.

Instructions for Facilitators

1. Tell the group that you are going to give each family a "job jar" (or job container). Let them know that they can take these jars home and use them as a family if they

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*See Appendix I, "Children in Meetings"

wish. If a family likes the job jar, they may want to make it part of their family routine.

2. Give an empty jar or container to each family.
3. Give each family group a set of colored paper slips, a sheet of paper, and a pencil. Each family member should choose a different color of paper and have about 12 slips in that color.
4. Give the following instructions to the family group. (These should be put on newsprint before the session.)

   Directions

   - On the sheet of paper, the mother/father should write down all the household chores that need to get done.
   - After the family has made this list together -- both parents and children -- each family member should write those tasks that they can do on a weekly or daily basis on their slips of paper.
   - Parents should write on their slips tasks that they alone must do. Remember that a lot of the big jobs that need to be done around the house can be broken into smaller jobs so even the youngest members of your family can help.
   - Please help one another with the slips.

   Note: You may want to make a list of basic jobs on newsprint by brainstorming with the whole group.

5. Writing out the slips will probably take 10 or 15 minutes to complete to everyone's satisfaction. While the families are working, you should circulate around the room answering questions and giving help. You should be sure that the younger children are getting all the help they need.

6. After 15 minutes, ask if there are any other jobs a person feels they can't do yet, that they would like to learn how to do, and want help with. If so, please use your last two slips for those jobs you want to learn.
7. Instruct family members to take a look at their slips and see if there are any slips they really would like to trade with other family members. If there are, give them time to make a trade.
8. Allow 5 minutes for trading.
9. Tell groups that if they have worked out a trade, they should cross out the job they traded, turn the slip over and write in the new job they added. The person they traded with should do the same thing.
10. Allow 5 minutes for completion of this task.
11. Inform groups that they are now ready to complete their family job jar. Tell them to dump all their slips into the jar and mix them up. Decide what would be a good time of the week or day for all family members to dip in, pull out one of their colored slips and complete that task. Please take a minute now to decide.
12. After the exercise has been completed use the following questions to get discussion going.

Key discussion questions

- **Is there anyone who is still not satisfied with the household chores that they have to do?**
- **What steps can you take to convince the members of your family to trade chores with you?**
- **Is there anyone who thinks that this is a good way to see that all of the household chores get done?**
- **What can you do if one member of the family does not do the jobs that he or she said that they would do?**

- **Now that you have all of the household chores done, do you think that the family will have time to do other things together?**

This discussion should lead you into the fourth activity, "Time for Each Other."

Activity IV: **TIME FOR EACH OTHER** (30 minutes)

The purpose of this activity is to have parents and children think of some of the things that they can do with one another that will provide them with quality time together.

Note: **Parents and children should understand that doing household chores together, such as washing the dishes, can be quality time spent together. In this instance, quality time means time when a family is together and enjoying one another's company without feelings of stress or strain.**

Instructions for Facilitator

1. Ask for a volunteer to summarize the session so far. This summary should include:
   - the opportunity as families to do problem solving of a made-up family
   - to look at some ways in which they can make their own homes run a little more smoothly.
   - if everyone does his or her share of the work, there is usually enough time for family members to do the things that they like to do alone and together
2. What the group is going to do now is to look at ways that the members of a family can be together and enjoy the time they are spending with one another. To do this the group will make a list of some of the things that families can do to be together.
3. As participants call out the things that they can do together they should be written down on the newsprint. Since this is not a brainstorming activity, it is O.K. for discussion to take place as the list is developed. A list might include any of the

following. If no one suggests them you should feel free to do so. REMEMBER TO INVOLVE THE CHILDREN IN THE DEVELOPMENT OF THE LIST AS MUCH AS POSSIBLE. A good way to be sure they are involved is to begin the discussion or list-making with the children.

Sample list

- Doing household chores that involve more than one family member, e.g., washing the dishes, setting the dinner table, making beds.
- Watching a TV program together, and discussing it afterwards.
- Conversation at mealtime.
- Going on an outing to a museum, the library, the park, or just for a walk around the block.

Activity V: **GIVE IT SOME THOUGHT** (20 minutes)

The purpose of this activity is to summarize the activities done in the session and to give the families an opportunity to think about and try out some new things at home.

Instructions for Facilitators

1. Ask for a volunteer to summarize all the activities completed during this session.
    - The summary should include trying out and discussing some ways in which families can work out ways of getting household chores done.
    - It should also include how families can arrange to have a good time with one another.
2. Ask if anyone would like to share with the rest of the group something that they learned that will make things run more smoothly at their house.

   Any or all of the following questions might be used to encourage people to share.

Key discussion questions

- **Children, do you see why it is important to do your share to make things in your house run more smoothly?**
- **Parents, do you think you have been able to work out a better way of getting things done at your house?**
- **What have you learned about other members of your family?**
- **What do you think other members of your family have learned from you?**

3. This discussion should lead directly into the take-home activity for next time.

   Note: As the leader you should try to remember that the activities at the end of each session are an attempt to get participants to try some things at home between sessions. While they should be encourged to work on the activities, participants should never be made to feel that they must do the take-home task.

4. Tell the group that the take-home activity for next time is to try one of the following:
   - using the job jar at their house
   - working on spending time together as a family.

   Ask for and answer any questions the group may have.

Charlotte Cooper (case study)

Charlotte Cooper's husband deserted his family about three months ago. Mrs. Cooper was unemployed when her husband left and is currently receiving public assistance for herself and her five children. The children are three, five, six, nine, and twelve years of age. While Mrs. Cooper never considered her family wealthy, her husband was able to provide more money for the family to live on than they are able to get from welfare. Charlotte Cooper feels depressed most of the time because of the separation from her husband and her seeming inability to provide her children with all that she feels they need.

Mrs. Cooper has considered finding a job. She never finished high school and the only job she ever had was as a part-time salesclerk in a department store. She married when she was sixteen because she was pregnant. Her husband was a high school graduate. Charlotte Cooper has never worked at a full-time job, because her husband had not wanted her to work or complete her high school education after they were married. He expected her to stay at home and take care of the baby and the house. At this point she is not even sure of how to go about finding a job, what work she is skilled for, or if she has any skills at all.

Mrs. Cooper worries about how the children will manage if she is not around to care for them. The washing, ironing, shopping, and other household chores to be done make her day seem endless. In addition, Mrs. Cooper feels she must walk the school-age children to school in the morning and pick them up in the afternoon. They are never allowed to play in the park down the street unless she goes with them.

Mrs. Cooper is an avid churchgoer. She and the children go to church every Sunday. Visits from her aunt and two other women who live in the same building form another social outlet. Mrs. Cooper's third social outlet is with the public school her children attend. She is the class mother for her nine-year-old child's class, and she often accompanies the class when they go on trips. The teachers at the elementary school all think highly of

Mrs. Cooper and have complimented her often on the way she interacts with all the children when she is in the building. In fact, several teachers have mentioned the adult education program in the school district as something Mrs. Cooper might look into. She has considered it but believes that going to classes and studying would be very difficult for her at this time. She feels that returning to school would take time from her household chores and from meeting the needs of her children. Yet, she is concerned about their lack of money and not being able to make ends meet.

Jane Ames (case study)

Jane Ames is 40 years old and has two sons, Steven Jr., 12, and Joseph, 6. She has been separated from her husband for about six months. Both Jane and her husband feel certain that their separation will lead to a divorce. Neither Jane nor her husband has any bad feelings toward the other and both are trying hard to arrive at a divorce settlement that is acceptable to them and the children. Jane's mother and father were very upset when they heard that their daughter had separated from her husband and have been pressuring the couple into trying to "save" their marriage. Jane's parents feel that Jane and her husband are being selfish and thinking only of themselves.

Jane completed two years of college before she got married and worked as a secretary before her first child was born. Since her separation she has gone back to work, but because she has been out of the job market for about 13 years, her secretarial skills are rusty and she is not familiar with the new office equipment. She is currently working in the secretarial pool of a large firm several miles from her home. Although her salary is low, she feels that she will be able to get a better-paying position in the company once her skills improve.

Before Jane and her husband were separated and she went back to work, she ran an efficient household. She was proud that her husband and her children ate well and that the house was always clean and comfortable. She even had time to participate in outside activities that gave her satisfaction.

Since she has gone back to work, she feels there aren't enough hours in the day. When she gets home from work, she rushes to prepare dinner for herself and the boys. There's always laundry to do, and the beds never get made anymore. Both boys constantly complain about having to make their own lunches and have made no effort to pick up after themselves. On more than one occasion Jane's mother-in-law has offered to come over to prepare meals for Jane and the children. Jane had thought this would be helpful, but the boys created such a fuss about not liking their grandmother's cooking that Jane now refuses her mother-in-law's offers.

Because she has had to work and take care of the house, Jane has had no time to participate in her outside activities or to practice her office skills as she had planned, and she feels tired all the time.

The Maggie Smith Family (case study)

Maggie Smith has been separated from her husband for two years. It is not likely that they will ever be reunited. When they were first separated, Maggie's husband, John, sent support payments regularly, but recently the support payments have not been coming as regularly. When they come, the amount is not enough to support Maggie and the children, Sally, 6 and John, 4. John and Maggie have quarreled about this on several occasions, and Maggie has threatened to forbid John from seeing the children and to take him to court.

To supplement her support payments, Maggie has decided to go to work. Several months ago, Gail, a single parent in the complex where Maggie lives, told her of a job training program that she was in and encouraged Maggie to go with her. Maggie took her friend's advice and enrolled in the program. In the morning, while Maggie was receiving training, Gail's mother watched Maggie's children. At the time, Maggie's daughter, Sally, was attending first grade and John was in the Head Start program in the complex. The care arrangement worked well. Gail's mother cared for John all morning then picked up Sally at noon and took John to Head Start for the afternoon. Maggie picked up Sally from Gail's mother's house at about 1:30.

Maggie's sister has been encouraging Maggie to be more independent and not rely totally on John's support payments. She has also asked Maggie to come live with her and her husband and children. Maggie's feeling is that her sister's home is not large enough to accommodate her and her two children and that living in cramped quarters might create friction. She prefers the privacy of her own home.

Maggie finished her training and has recently gotten a job at a hospital. As a new employee, she has to work the evening shift from 3:00 in the afternoon until 11:00 at night. Gail's mother will no longer be able to care for the children in her home because her own family arrives home in the afternoon and she would like to devote all of her time to them. John, Maggie's husband, has said that he wants her to stay home with the children and not work. Her friend Gail has indicated that she will care for the children from 6:00 in the evening until Maggie gets home, if she can find someone to care for them from 3:00 p.m. to 6:00 p.m. Maggie has considered leaving Sally and John at home until Gail can come over, but she is afraid that something might happen to them.

Part I: Society Doesn't Make It Easy

Session 6

Single Parents and Adolescent Children

BACKGROUND INFORMATION

Audience: Single parents (male and female)

Objectives

- To give parents a better understanding of the developmental stages of adolescence
- To develop techniques for setting limits with adolescents
- To develop positive communication techniques for parents to use with their adolescent children

Workshop Preparation

Materials Needed

- Newsprint paper and a magic marker or a blackboard and chalk
- Masking tape
- Copies of Barbara, John, and Mary case studies
- Copies of vignettes
- Copies of fact sheet Adolescents. (Available from Distribution Center, 7 Research Park, Cornell University, Ithaca, New York 14850)
- Copies of fact sheet, Teen-Parent Communication (HDFS). (Single copies available from the Distribution Center, 7 Research Park, Ithaca, New York 14850.)

Workshop Agenda

Activity I: Review of Give It Some Thought (20 minutes)

Activity II: Whatever Happened to My Baby? (40 minutes)

Activity III: What about Discipline? (40 minutes)

Activity IV: Is There Really a Communication Gap? (35 minutes)

Activity V: Give It Some Thought (15 minutes)

Estimated Time: 2½ hours

Materials Preparation

1. Be sure to read the entire session before using it with a group.
2. Copy the agenda items on newsprint.
3. Activity II
    - Preparation of mini-lecture (see Session 6, pages 12 to 14 for background information).
    - Copy directions for activity on newsprint (see Session 6, page 5, item #4).
4. Activity III
    - Copy directions for activity onto newsprint (see Session 6, page 6, item #3).
5. Activity V
    - Copies of the vignette roles prepared on 5 X 8 cards.
    - Duplicate enough copies of "Toward Positive Conflict Resolution" work sheet for each member of the group (see Session 6, pages 15-16).

WORKSHOP ACTIVITIES

Activity I: **REVIEW OF GIVE IT SOME THOUGHT AND WHAT ARE THE PROBLEMS** (20 minutes)

The purpose of this activity is to review the Give It Some Thought activity from the last session and to give parents the opportunity to voice some of the problems they may be having with their adolescent children. It will also provide parents with the opportunity to see that they are not alone -- many parents, both single and couples, are experiencing the same problems.

Note: As facilitator you should make parents aware that although they will have the opportunity to brainstorm about many of the problems and issues that surround the rearing of the adolescent child, this session will not provide answers to all their concerns. It will, however, cover the major topics of development, rule setting and discipline, and communication. The parent who feels comfortable dealing with these areas should be able over time to get other areas under control.

Instructions for Facilitators

1. Arrange the chairs in a circle. Be sure that there are enough chairs for all participants.
2. Introduce yourself to the group and ask others to introduce themselves.
3. After all participants have introduced themselves, go over the agenda that has been copied onto newsprint paper.
4. Ask for volunteers to share with the group how their use of the job jar or spending time together as a family went.
5. If no one volunteers, share with the group the activity you did.
6. Tape up a sheet of newsprint and indicate to participants that you would like to continue this session by discussing with them what they consider to be the major issues or concerns in rearing an adolescent child. To do this you would like the group to brainstorm about any problems or concerns they are presently trying to cope with.
7. As people indicate problems or concerns write them on the newsprint. Among the items that might be included in your list are:

sex
alcohol
drugs
money
too social
problems in school
communication
discipline
employment
not social enough
doing chores
their appearance
dating

8. After the list has been completed, share with the groups the limitations of this particular session (see note, page 3).

Activity II: **WHATEVER HAPPENED TO MY BABY?** (40 minutes)

The purpose of this activity is to acquaint parents with the developmental aspects of adolescence.

Instructions for Facilitators

1. Give the mini-lecture* (see pages 12 to 14). This should take no more than 15 or 20 minutes. You may want to answer questions as you give your talk or you may want participants to wait until you are finished and then answer questions.

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*See Appendix I, "Mini-Lectures"

2. If you have not answered questions during the mini-lecture you should do so at this point.
3. Divide the group into triads.
4. Hand out the case studies (use John and Mary) and tape up a sheet of newsprint with the following directions.

   Directions

   - Read the case study.
   - List the issues, problems, or concerns of the parent in the case study.
   - Discuss with the other members of the group what you would do if you were the parent in the case.
   - Each team should select one person to be recorder.
   - You have 15 minutes to complete this task.
5. After about 15 minutes bring the teams together as a large group.
6. Tape up a sheet of newsprint and ask for one of the team recorders to indicate what their group listed as concerns, problems, or issues.
7. As these are mentioned note them on the newsprint.
8. Follow the same procedure until all the groups have had the opportunity to share. In those instances where a problem is mentioned by more than one team, place a check mark beside the item.
9. After all the issues, problems, and concerns have been listed ask the following:

   Key discussion questions

   - **If you were the parent in this family how would you handle this situation?**
   - **Does the age or emotional development of the youngster have anything to do with the way in which you would handle the situation?**

- **If you felt unable to deal with the problem, who would you go to for help?**

This discussion should lead directly into the next activity.

Before going on with the next activity, pass out the fact sheet Adolescents.

Activity III: **WHAT ABOUT DISCIPLINE?** (40 minutes)

The purpose of this exercise is to get parents of teenagers to come up with a good definition of discipline for their teenage children; to consider how the age and maturation of a child are important when disciplining; and to understand the need to help teenagers set limits so that they can learn how to discipline themselves.

Instructions for Facilitators

1. Tape up a sheet of newsprint and ask the group the following question:

   - **What is meant by discipline in terms of the adolescent child?**

   As members of the group indicate their definitions, write them on newsprint. Since this is not a brainstorming session, discussion of the definitions is permissible. Possible answers might be

   - ability to follow the rules
   - ability to take responsibility for one's actions.

2. After you have completed this list divide the group into dyads.

3. Give each dyad a copy of the Barbara case study and tape up a sheet of newsprint with the following directions. (These directions should have been placed on newsprint before the workshop.)

   Directions

   - Read the case study.
   - After you have read the case study, discuss the following questions:
     - **What is the issue the parent needs to deal with? Why?**

- **If you were the parent, how would you handle this situation?**
- **How do Barbara's age and development affect her behavior?**
- **Does the fact that the parent is a single parent have anything to do with the child's behavior?**
- You have 20 minutes to complete this task.

4. Go over the directions with the group to be sure they understand what is expected.
5. As the groups are working you should circulate, giving help where it is needed.
6. After 20 minutes bring the groups together for discussion.

The questions that the groups used to discuss the case study should be used to get the discussion started.

This discussion should lead directly into the next activity, "Is There Really a Communication Gap?"

Activity IV: **IS THERE REALLY A COMMUNICATION GAP?** (35 minutes)

The purpose of this activity is to help parents improve their communication skills with their teenage children.

Instructions for Facilitators

Part I

1. Tape up a sheet of newsprint with the heading: "Why Is It Important for Parents to Have Positive Communication with Teens?"
2. Brainstorm with the group for ideas.
3. Set this list aside temporarily and ask the group the following questions:
   - **What are some of the things that make it difficult for parents to communicate with their teenage children?**

- **What do you think are some of the reasons why some parents don't have trouble communicating with their teens?**

  Some possible answers to this last question might be:

    These teens are more respectful.

    Parents and children are very close.

    Parents are more respectful.

    Parents listen to what teens have to say.

    Parents have established firm rules of behavior.

  If no one mentions the last three items, you should suggest them to the group.

4. Ask for three volunteers to participate in a role-play.*
5. Using vignette I, give each of the volunteers a slip for each role to be played: parent, teenager, observer.
6. Give the players some time to familiarize themselves with their roles. When they are ready, commence the role-play.
7. After a few minutes stop the role-play and ask the following questions:

   Of the parent

   - **What does your slip say you were to do?**
   - **How did the teen respond?**
   - **Did this cause you to respond the way you did?**
   - **How did you feel during the action?**
   - **Could this parent have acted in any other way?**

   Of the observer

   - **What did you see and hear?**
   - **How did it make you feel?**

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*See Appendix I, "Role-Playing"

- **Does having the background information that the parent and teen have make a difference?**

Of the teen

- **How did you feel about what happened?**
- **Do you feel that as a teen you were treated fairly? Why? Why not?**
- **How would you have liked your parent to respond?**

Of the entire group

- **What do you think about what you have seen?**
- **What were some of the positive things the parent did?**
- **What were some of the negative things the parent did?**
- **What would you have done in this situation?**

Follow steps 5 through 7 with the remaining two vignettes, using a new set of players, if possible, for each vignette.

8. After the vignettes have been played, tape up two sheets of newsprint entitled "How Communication Is Blocked" and "How to Open Communication."

9. Beginning with the first sheet, ask the following question:

   What are some of the things that happened in the vignettes that caused communication to break down?

   Because this is not a brainstorming activity, limited discussion should be allowed.

10. As participants respond, write answers on the newsprint. Try to get participants to take both the teen and parent points of view. Items on this list might include:

    struggling for independence
    traumatic situation, for teen, for parent
    parent not allowing youngster to be on their own
    need to protect
    need to maintain authority.

11. When your first list is complete, go to the second sheet of newsprint asking the following question to generate discussion:

    What are some of the things that we can do as parents to open communication?

12. Record participant responses as they are given. Limited discussion should be allowed. The items on this list should include

    listening

    being nonjudgmental

    asking questions to get more information

    respecting youngsters' feelings and opinions.

13. Once these two lists have been completed, go back to the very first list the group made -- "Why It Is Important for Parents and Teens to Communicate" and ask participants the following question:

    - **Can you think of how poor communication between parents and teens could lead to problems in any one of these areas?**

14. This question should generate enough discussion so that parents will see why it is important for them to keep the lines of communication open.

    This discussion should lead directly into the "Give It Some Thought" activity.

    Before moving on to the next activity pass out the fact sheet, Teen-Parent Communication.

Activity V: **GIVE IT SOME THOUGHT** (15 minutes)

The purpose of this activity is to give participants the opportunity to summarize the activities of this session. It is also the time when the "take-home" activity will be introduced and explained.

Instructions for Facilitators

1. Ask a member or members of the group to summarize what has happened in this session. The summary should include the following:
    - discussion of the "problems" parents have with their adolescent children
    - a description and discussion of adolescent development
    - a discussion of how best to discipline an adolescent
    - communication between parents and adolescents.
2. After the summary is completed, tell the parents that for next time you would like them to think about a problem or issue that they need to resolve with their child and what steps they can take to resolve the problem/issue in a positive way.
3. Pass out the work sheet for this activity and review it with the group, answering any questions they may have.

Background Information for Mini-Lecture
on Adolescent Development

There are five basic tasks of adolescence: physical growth, autonomy, attachment, identity, and moral development.

Physical growth includes both the obvious physical changes as well as sexual maturation. During adolescence, a youngster may experience rapid growth spurts. These sudden changes in physical appearance often change the youngster's self-image and, in turn, influence how that youngster reacts with others.

Because part of this physical/sexual maturation is a change in stature, a youngster's size is often mistakenly equated with maturity. When this occurs two things may happen. First, the youngster who grows rapidly and is tall for his/her age may be treated as more mature than s/he is. This kind of treatment can have a positive effect on the youngster's self-esteem and can help the young person to respond positively to his/her new role. On the other hand, the effect can be negative if the youngster feels overwhelmed by the expectations of others, especially those of adults. In this case, the expectations are too great and the adolescent may respond by trying out adult behaviors s/he is not ready for. When this happens the behavior is immature instead of mature. Excessive use of alcohol or sexual activity would be examples of this behavior.

Those youngsters who mature physically at a later age will be treated as younger than they are. In addition, because peers judge one another on the basis of physical size and appearance, a youngster who is smaller than others in his/her group will feel isolated from the group or will have strong feelings of inadequacy.

Sexual maturation and puberty usually accompany physical growth. This growth includes, for girls, breast development, pubic hair, axillary (underarm) hair, and menarche (menstruation). The accompanying sexual growth in boys is more subtle. Evidence of this growth are ejaculation, voice change, nocturnal emissions, and pubic hair.

There are wide differences in time when boys and girls attain puberty. Although it is not unusual for a girl of 10 to begin menstruation, 75 percent have their first menstrual period at 12, 13, or 14. For boys, the age at which they attain puberty may be as young as 11 or as old as 16.

Autonomy or independence relates to the adolescent's need to begin to make meaningful decisions affecting him/herself; the need and desire to separate from and cease to be dependent on parents or other adult authority figures. At the same time the youngster will have to balance these needs and desires with feelings that are in direct conflict with those just mentioned. At a time when a youngster is feeling a need to "do it" himself, he may also be feeling very dependent on parents.

While there may be accompanying problems during this period, the quest for independence should be viewed as a positive move toward adulthood.

Attachment is the development of deep intimate relationships. These relationships may be with the same sex or they may be heterosexual. This task might be called the socialization of the adolescent because it involves the development of earlier learned social skills into adult social skills. At this time, youngsters struggle with self-identity, how others of the opposite sex and same sex view them, how they in turn should relate to others, how to treat and be treated by others, how they should behave, and the activities they should engage in with others.

It is at this time that a youngster may become very attached to the peer group. This attachment is due mainly to the fact that it is within the peer group that youngsters have the opportunity to distinguish themselves as a group that is separate from but continuous with and in some aspects equal to the adult world. These feelings come about because there is a need to conform to group norms and values, e.g., in dress, musical tastes, and social activities.

Being left out of the group can often lead to alienation and depression.

Identity refers to the task of achieving one's own identity. For some theorists, it is the major task of adolescence. With the completion of this task, the adolescent will see him/herself as different from others and, in the process, go through a period of self-analysis and introspection. During this time the youngster may be considered egocentric in his/her behavior and attitudes because so much time is spent thinking of self. This is the time of trying different roles and of making decisions that affect one's everyday life. This is where the task of identity becomes closely linked to independence and attachment.

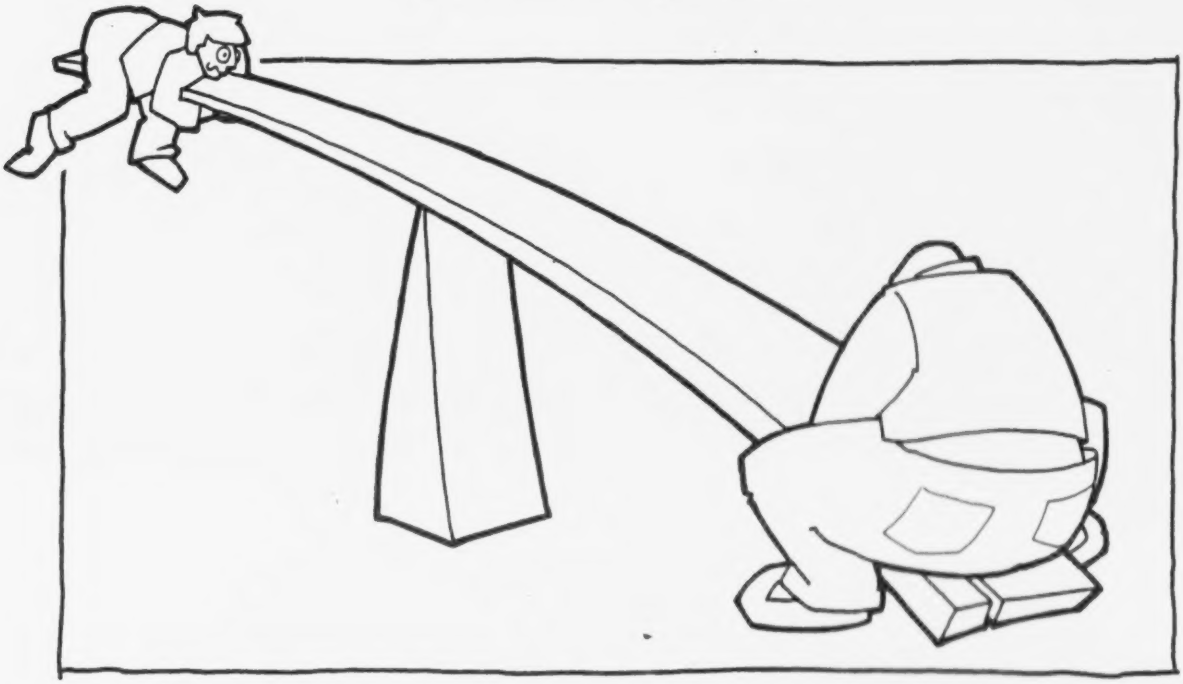
For example, the young girl who chooses to become sexually active at an early age may be "trying out" an adult role. If in "trying out" this adult role the youngster becomes pregnant, there can be what is called premature closure or premature identity formation. The youngster has become a parent (an adult role) before having the opportunity to experiment with other roles, careers, or education.

Moral development refers to the ability of the adolescent to reason and make choices and decisions according to the expectations that others hold for them. It is at this time that the adolescent is capable of abstract thinking. They realize that there may be multiple responses to any question or problem they confront. This capacity to think about many possible realities is important because of the momentous choices adolescents will need to make as they move toward adulthood and decide on career directions, educational paths, and mates.

Session 6

Towards Positive Conflict Resolution

Give It Some Thought Worksheet



Problem/Issue	Steps to be Taken

Results

____

____

____

____

____

____

Barbara (case study)

Barbara is 16 years old. Her parents are recently divorced. She is ashamed and embarrassed about her parents being divorced and suspects that everyone at school is talking about her. In addition, she has not been able to concentrate on her studies. It is exam week and she feels that she is going to fail all her tests, so she has not been going to school. She leaves the house every morning as always, but when she knows that her mother has left for work, she returns home and spends the day watching the "soaps" on T.V.

Mrs. Stevens, Barbara's mother, receives a call at her job from Barbara's school. The school is calling to find out why Barbara has not been in school for the last three days. They are concerned about her missing exams. Mrs. Stevens indicates that to the best of her knowledge Barbara has been going to school and should in fact be there at this moment. It takes some time for the school personnel to convince her that Barbara is not there and has not been there. Mrs. Stevens, once convinced, indicates that she will look into the matter and be in touch with the school the following day.

That evening, when Mrs. Stevens arrives home from work, she notices that Barbara has set the table and started the dinner as she was supposed to. She asks Barbara how school was, and Barbara tells her that she had a good day at school. In fact, her English teacher complimented her on an essay she had written.

John (case study)

John is 17 years old. He is the oldest of three children. John's parents have been divorced for about 18 months. John, his younger brother, Tim, and sister, Mary, live with their mother. John rarely sees his father who lives in another town. When his parents divorced, it was necessary for the family to move to a new neighborhood. John was able to continue at the high school, but the younger children had to change schools. John's mother has begun to notice what she considers a dramatic change in John's behavior. He no longer has his friends over after school or on the weekend. He spends as little time as possible at home. When he is at home he is withdrawn and stays in his room with the door closed. He is quarrelsome and surly with his mother and completely ignores his younger siblings, especially his brother, to whom he had previously been very attached.

Mary (case study)

Mary Cooper is 14 years old. She is a bright girl and her teacher indicates that she is a joy to have in the classroom. Mary's mother would have agreed until recently. Mrs. Cooper has begun to complain to Mary that she acts older than she is. "Just because you look 17 doesn't mean you are." Mrs. Cooper feels Mary wears too much make-up and the clothes she wants to wear are not suitable for a girl her age or someone in high school.

Mrs. Cooper has always demanded that Mary come directly home from school. But this has not prevented Mary from being very popular. She has lots of friends who come to visit after school and on the weekends. Mrs. Cooper does not like Mary's friends. She feels that they are too much older than Mary. They just hang around in Mary's room, laughing, eating that horrible junk food, and playing that awful, loud music.

"My mom is getting to be a pain in the neck. She's always butting into my business. She wants to decide everything for me. What I should wear to school every day, when I should come home from school, even who I should be friendly with. I wanted to try out for cheerleaders, but she wouldn't let me. She said it would take time away from my school work. The first chance I get I'm going to get out of this house. She makes me sick."

Vignette #1

Teen: You are 17 years old. You are returning home late from a dance at your school. The dance was scheduled to be over at 1:00 a.m. Your parents instructed you to be home by 11:30. It is now 12:30. Your mom meets you at the door.

Parent: You believe strongly that children should be home at a reasonable hour. You have allowed your youngster to go to a dance at the high school. You also know that the dance will last until 1:00 a.m. You think this is too late for your child to be out and have instructed him to be home by 11:30. It is now 12:30. You have been worrying for the last hour. You hear your child come inside.

Observer: Look for the following

- How do parent and child respond to one another? Do they listen to each other's point of view?
- Does the parent explain why s/he is upset?
- What messages does the body language of parent and child send?

Vignette #2

Teen: You are 15 years old. You have been out to a movie with friends. After the movie you stopped for pizza. Some of the kids decided to get a couple of six-packs. In order to be considered "in," you have some of the beer. It makes you sick and a little drunk. When you get home your mom sees the condition you're in.

Parent: Your 15-year-old has gone to a movie with friends. You know that the kids usually stop to eat before they come home. On this particular occasion, your youngster comes in smelling like a brewery. It's obvious that she has also been sick. You are shocked. This is not behavior you expected from your child or the group of youngsters he/she associates with.

Observer: Look for the following

- How do parent and child respond to one another? Do they listen to each other's point of view?
- Does the parent explain why s/he is upset?
- What messages does the body language of parent and child send?

Vignette #3

Teen: It is your responsibility to care for your younger brother when you get home from school. Most of the time there are no problems. But, today, while you were on the telephone, he went into your room and made a mess of your chemistry project. You hit him a couple of times and made him sit in the kitchen for about 20 minutes. After a while you tell him he can come out, and everything seems O.K. Two hours later, when your mother comes home, your brother starts to cry and tells your mother you beat him up.

Parent: It is necessary for your older son to take care of his younger brother after school. You feel that he resents this, but you have no alternative. Recently you have heard him yelling at his younger brother and pushing him around. You have indicated that you didn't like this behavior and he is not to touch his brother anymore. When you come home your younger son tearfully tells you his brother has beat him up again.

Observer: Look for the following

- How do parent and child respond to one another? Do they listen to each other's point of view?
- Does the parent explain why s/he is upset?
- What messages does body language of parent and child send?

Part II: Single Parents and Work

Session I

What Is Work?

BACKGROUND INFORMATION

Audience: Single parents (male and female)

Objectives

- To examine the value society places on work inside and outside the home
- To examine some of the reasons why people decide to go to work
- To explore some of the issues that single parents need to consider when they work outside the home
- To examine the effects work outside the home has on parenting style

Workshop Preparation

Materials Needed

- Newsprint and magic marker or chalk and a blackboard
- Paper
- Pencils
- Masking tape
- The agenda written on newsprint
- Tables and chairs
- Copies of the Robert Jones, Jane Ames, and Maggie Smith case studies
- Copies of the work sheet "What I Have to Do Before I Go to Work"

Workshop Agenda

Activity I: What Is Work? (30 minutes)

Activity II: Why Work? (40 minutes)

Activity III: The Single Parent and Work Outside the Home (55 minutes)

Activity IV: Give It Some Thought (25 minutes)

Estimated Time: 2½ hours

Materials Preparation

1. Be sure to read through the entire session before using it with a group.
2. Copy the agenda items on newsprint.
3. Activity I
    - Copy the directions for the activity on newsprint (see Session I, page 3, item #5).
4. Activity II
    - Make enough copies of the work quotations for each member of the group (see Session I, pages 11 and 12).
    - Copy activity directions on newsprint (see Session I, page 6, items #6 and #8).
5. Activity III
    - Be sure to have enough copies of the three case studies for each group.
    - Copy the directions for the activity on newsprint (see Session I, page 8, item #2).
6. Activity IV
    - Have enough copies of the work sheet, "What I Have to Do Before I Go to Work" for each member of the group (see Session I, page 13).

WORKSHOP ACTIVITIES

Activity I: **WHAT IS WORK?** (30 minutes)

The purposes of this activity are to help participants define what they mean by work; in the home as it pertains to the family and outside the home as it pertains to a career. It should also help clarify the feelings participants have about the work they do or intend to do.

Instructions for Facilitators

1. Arrange the chairs in a circle. When it is time to start the session, sit down, preferably between two participants.
2. Ask the new members of the group to introduce themselves. After all the new members have been introduced, ask the other members to introduce themselves. Be sure to introduce yourself.
3. Tape up the agenda for this session and review it with the participants.
4. Divide the group into smaller groups of two or three (dyads and triads).*
5. Give a sheet of paper and a pencil to each group and tape up the newsprint with the following directions. (This should be prepared prior to the workshop.)

   Directions

   - Divide the paper in half.
   - In the first column, list work that takes place in the home, such as cooking, cleaning, and washing.
   - In the second column, list work that takes place outside the home, such as being a teacher, secretary, or bus driver.
   - Select a member of the team who will report to the larger group.

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*See Appendix I, "Working with Dyads and Triads"

3. Go over the directions with each group before giving the signal to start. Give the groups about 5 or 10 minutes to make their lists. Walk around, checking on how the groups are doing and answering questions.

4. After about 10 minutes, or when you think all the groups are finished, tape up a sheet of newsprint and label it "Work." Ask:

   - **Would one recorder volunteer to share his or her group's list?**

   As the recorder reads the list, write the items on the newsprint. Then ask:

   - **Does any other team have some of these items on its list?**

   Place a check mark next to these items.

5. When you have checked off all the duplications, ask whether any team has any items to add. Add these items to the list and check for duplications.

6. Continue until you have listed all the items on all of the teams' lists.

7. Lead a discussion.

   Key discussion questions

   - **Is any job on this list more important than the others? Why?**
   - **Who agrees that this is the most important job on the list?**
   - **Is it important to you for the same reasons?**
   - **Is there a job on the list that is more important than the one that has just been named?**
   - **Why is that job more important?**
   - **Do you think society places more importance on jobs done outside the home than on jobs done in the home?**
   - **What do you think accounts for this attitude?**
   - **Do you agree or disagree?**

   This discussion should lead into the next activity, "Why Work?"

Activity II: **WHY WORK?** (40 minutes)

The purpose of this activity is to get people to begin to think about why they want to work. In addition, it will help to generate a discussion about the positive and negative feelings people have about work and how these feelings very often affect their home life.

Instructions for Facilitators

1. Pass out copies of the work quotations to members of the group.
2. Point out that different people at different times have expressed feelings about work. For example, Ralph Waldo Emerson said:

   > **"The crowning fortune of a man is to be born to some pursuit which finds him employment and happiness, whether it be to make baskets, or broadswords, or canals, or statues, or songs."**

3. After you have read the quotation ask the following questions to generate discussion:
   - **What do you think Emerson means?**
   - **Do you believe that work alone can make a person happy?**
   - **What else other than work itself is needed to make a person happy?**
   - **How do you think our society feels about work? Do you agree?**
   - **How does our society feel about people who don't work? Do you agree?**
   - **Can being unhappy about your work make other parts of your life unhappy? How?**

5. After about 5 or 10 minutes of discussion, divide the large group into smaller groups of four or five persons. Be sure that at least one person in each of the smaller groups can read.*

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*See Appendix I, "Working with Small Groups"

6. Tape up the following directions, and go over them with the group. (These should be prepared prior to the workshop.)

   Directions

   - Each of the groups should select one of the remaining quotations about work and answer the following questions.
     - Does the person in the quotation you selected feel good or bad about work?
     - What do you think causes the person to feel unhappy/happy about their work?
     - Is the person in your quotation doing anything to make the working part of his/her day better?
   - Why do you think some people enjoy their work, while others find it less than satisfying?
   - You have 10 minutes to work on this part of the activity.

7. After 10 minutes, ask each of the groups to share what they have done with the larger group. Allow each team that wishes to share about 5 minutes.

8. After all the quotations have been read and discussed, ask the group to break up into teams of two (dyads), and tape up the following directions (these should be prepared prior to the workshop).

   Directions

   - Each person in the team will take some time to discuss with his teammate how s/he feels about work.
   - After a few minutes discussion, person number one will come up with a suitable quotation about how person number two feels about work.
   - Person number two will come up with a suitable quotation about how person number one feels about work.

- After you have written down your teammate's quotation, do not share it with him/her.
- Sharing will be done later.
- You will have about 10 minutes to work on your quotations.

9. After answering any questions that people may have about the task, assist them in breaking into dyads. Give each person in each dyad a pencil and a sheet of paper.
10. When the entire group has broken up into dyads, move around the room offering assistance where it is needed and facilitating discussion so that it stays on target.
11. After about 10 minutes, ask the teams to come back together for large-group discussion. Ask the following questions to get the discussion started:

    Key discussion questions

    - **Is there anyone on a team who would like to read to us what he wrote about his partner's feelings about work?**
    - **What makes you think that this is the way your partner feels about work?**
    - **(This question should be directed to the person's partner) Is this the way you feel about work? If this is not how you feel about work, what is wrong with the statement?**

12. Ask other members of the group to volunteer what they have written about their teammate and repeat questions under #11.

    This discussion about work should lead to the next activity, "The Single Parent and Work Outside the Home."

Activity III: **THE SINGLE PARENT AND WORK OUTSIDE THE HOME** (55 minutes)

The purposes of this exercise are to get single parents to consider their own needs, the needs of their children, societal expectations, and time involved in deciding to work outside the home. In addition, they should also begin to think about work outside the home, if they are not currently employed.

Instructions for Facilitators

1. Divide the group into teams of two members each (dyads). Give each team a copy of the Robert Jones Family, or Jane Ames, or Maggie Smith Family case study. Two teams may work on the same case study. If possible, each team should include one single parent who is working and one who is not working. One person on the team should be able to read.
2. Tape up the following directions for this part of the exercise. (These directions should have been prepared prior to the workshop.) Go over them with the group.

   Directions

   - Read your case study.
   - List all the problems or issues the single parent in your case study must solve to work outside the home.
   - Rank-order the problems so that the most important is ranked number 1.
   - Talk with your teammate about how the single parent in the case study could solve his/her problems. Consider the needs of his/her children, the needs of the parent, and time.
   - You have 15 minutes to complete this part of the activity.

4. After you have gone over the directions with the group, ask if anyone has any questions.

5. After you have answered or resolved questions or problems, give the group a signal to begin. Indicate that while they have 15 minutes to do this portion of the activity, they should not be concerned if they do not finish it.

6. As the teams are working, you should circulate, giving assistance wherever it is needed, such as keeping a team on focus, answering questions, etc.

7. After 10 minutes, tell the teams that they have about 5 minutes more to work. After 5 minutes, reconvene into the large group.

8. Ask for a volunteer to discuss the case their group worked on. The volunteer should identify the case study and briefly describe the situation, using the following questions and the directions as a guide.

   - **Tell us the problems, in order of importance, that your single parent must solve.**
   - **How could he or she solve these problems?**

   (If more than one team worked on the same case study, ask these teams how they solved the problems. Note similarities and/or differences in approach.)

9. Follow the same procedure for the other case studies.

10. After all the case studies have been reviewed and each team has contributed to the discussion, ask the following questions to summarize the activity:

    Key discussion questions

    - **What issues do single parents need to consider when they work outside the home?**
    - **Do families in which both parents work have to consider the same issues?**
    - **Is it harder or easier for single parents to solve problems when they work outside the home? Why? Why not?**

Activity IV. GIVE IT SOME THOUGHT: GETTING READY TO WORK (25 minutes)

The purposes of this activity are to summarize the session and to present this session's take-home activity.

Instructions for Facilitators

1. Ask for volunteers to summarize what has gone on in this session. Included in their summaries should be the following:
   - An examination of work inside and outside the home and why people go to work.
   - Issues and problems single parents must resolve when they work outside the home.
2. Indicate to the group that the take-home activity for the next time is for them to think of all the problems they have to work through as single parents before they can even begin to look for a job.

   Note: **You might want to brainstorm a list of some of these problems to help people think about this before giving out the work sheet.**
3. Give out the work sheet "What I Have to Do Before I Go to Work."
4. Go over the work sheet, pointing out to the group that the work sheet has two columns. The first column is entitled "Arrangements to Be Made," and the second column is entitled "Steps to Be Taken." Indicate that they should list all of the arrangements that will have to be made before they can even begin to look for a job. After they have made the list they should think of the steps they will have to take to complete these arrangements and put them in the second column. Let participants know that they do not have to list the steps for every item on their list. The steps for one item will do.

WORK QUOTATIONS

1. **"The crowning fortune of a man is to be born to some pursuit which finds him employment and happiness, whether it be to make baskets, or broadswords, or canals, or statues, or songs."**

   Ralph Waldo Emerson

2. **"You can't eat for eight hours a day nor drink for eight hours a day nor make love for eight hours a day -- all you can do for eight hours is work. Which is the reason why man makes himself and everybody else so miserable and unhappy."**

   William Faulkner

3. **"I like my job and am good at it but it sure grinds me down sometimes, and the last thing I need to take home is a headache."**

   T.V. Commercial for Anacin

4. **"You have a number -- mine is 407. They put your number on your ticket, so if you made a mistake they'll know who did it. You're just an instrument. You're there to dial a number. It would be just as good for them to punch out the number."**

   Telephone Operator in Stud Terkel's Working

5. **"In order to do a better job, I have to become a better man. In the business world in order to do a better job, you have to become ruthless. In order to make more money, you have to care for people less. In order to succeed, you have to be willing to stab your competitor in the back."**

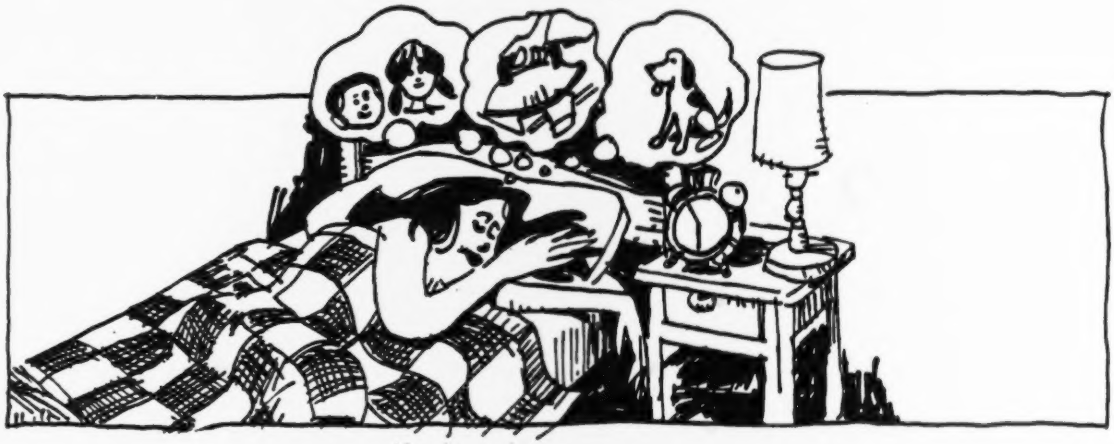
   Teacher, Adult Education, in Stud Terkel's Working

6. **"I'm never gonna retire. What for? As long as I can be useful and needed someplace, I'll work. Even if I can't scrub the floors, I'll do some other things. When that day comes when I can't work, I'll be a lost soul."**

Baby Nurse in Stud Terkel's Working

Session I

WHAT I HAVE TO DO BEFORE I GO TO WORK



Give It Some Thought Work Sheet

Arrangements to Be Made	Steps to Be Taken

The Robert Jones Family (case study)

Robert Jones' wife died recently, leaving him with three children to raise: Robert Jr., 13; Mary, 11; and John, 9. Both Robert's parents and his sister-in-law have offered to take over the care of the children in their homes, but Robert feels that he is able to care for the children himself. Besides, after such a loss, he feels that he needs the children as much as they need him, and he has no intention of becoming a weekend father. When his wife was alive, Robert was very active in caring for the children. When they were babies, he had learned along with his wife how to feed and bathe them and had taken his turn changing diapers and walking them when they got up at night.

Today, Robert learned from his boss that he would have to work the late shift. The late shift is from 4:00 in the afternoon until midnight. This means that while Robert will be at home to get the children off to school and will be there when they return home, he will not be with them from about 3:30 in the afternoon until about 12:30 at night. Robert's boss has indicated that this change in shift is temporary.

Jane Ames (case study)

Jane Ames is 40 years old and has two sons, Steven Jr., 15, and Joseph, 6. She has been separated from her husband for about six months. Both of them feel sure their separation is going to lead to a divorce. Neither Jane nor her husband have any bad feelings toward one another and are trying very hard to arrive at an agreeable divorce settlement for the sake of themselves and their children. Jane's mother and father were very upset when they heard of their daughter's separation from her husband and have been putting a lot of pressure on the couple to try to reconcile their marriage, even though the couple feel they can no longer live together. Jane's parents feel that Jane and her husband are being selfish and thinking only of themselves.

Before Jane was married, she had completed two years of college and had worked as a secretary before her first child was born. Since her separation, she has gone back to work, but because she has been out of the job market for about 13 years, her secretarial skills are a little rusty, and she has not been able to keep up with the new equipment. She is currently working in the secretarial pool in a large firm some miles from her home. Although she is not making very much money, she feels that once her skills improve, she will be able to advance out of the "pool" and get a better-paying position in the company.

Before Jane and her husband separated and she went back to work, she ran an efficient household. She took pride in the fact that her husband and children ate well and always came home to a clean and comfortable home. She even had time left over after the household chores were completed to be involved in activities outside the home that gave her satisfaction.

Since she has gone back to work, she feels there are not enough hours in the day. When she gets home from work, she must rush to get dinner prepared for herself and the boys. There is always laundry to do and the beds never get made any more. Both boys constantly complain about having to make their own lunch and have made no effort to pick up after themselves. On more than one occasion, Jane's mother-in-law has offered to come over and prepare the meals for Jane and the children. Jane had thought that this would be helpful, but the boys had created such a fuss about not liking their grandmother's cooking that Jane now refuses her mother-in-law's offers.

Because she has had to go to work and take care of the house, Jane has not had any time to participate in her outside activities or to practice her office skills as she had planned, and she feels tired all the time.

The Maggie Smith Family (case study)

Maggie Smith has been separated from her husband for two years. It is not likely that they will ever be reunited. When they were first separated, Maggie's husband, John, sent support payments regularly, but recently the support payments have not been coming as regularly. When they come, the amount is not enough to support Maggie and the children, Sally, 6, and John, 4. John and Maggie have quarreled about this on several occasions, and Maggie has threatened to forbid John from seeing the children and to take him to court.

To supplement her support payments, Maggie has decided to go to work. Several months ago, Gail, a single parent in the complex where Maggie lives, told her of a job training program that she was in and encouraged Maggie to go with her. Maggie took her friend's advice and enrolled in the program. In the morning, while Maggie was receiving training, Gail's mother watched Maggie's children. At the time, Maggie's daughter, Sally, was attending first grade and John was in the Head Start program in the complex. The care arrangement worked well. Gail's mother cared for John all morning then picked up Sally at noon and took John to Head Start for the afternoon. Maggie picked up Sally from Gail's mother's house at about 1:30.

Maggie's sister has been encouraging Maggie to be more independent and not rely totally on John's support payments. She has also asked Maggie to come live with her and her husband and children. Maggie's feeling is that her sister's home is not large enough to accommodate her and her two children and that living in cramped quarters might create friction. She prefers the privacy of her own home.

Maggie finished her training and has recently gotten a job at a hospital. As a new employee, she has to work the evening shift from 3:00 in the afternoon until 11:00 at night. Gail's mother will no longer be able to care for Maggie's children because her own family arrives home in the afternoon and she would like to devote all of her time to them.

John, Maggie's husband, has said that he wants her to stay home with the children and not work. Her friend Gail has indicated that she will care for the children from 6:00 in the evening until Maggie gets home, if Maggie can find someone to care for them from 3:00 p.m. until 6:00 p.m. Maggie has considered leaving Sally and John at home until Gail can come over, but she is afraid that something might happen to them.

Part II: Single Parents and Work

Session 2A

Children and Work

BACKGROUND INFORMATION

Audience: Single parents (male and female)

Objectives

- To examine the pressures of the work place and how they affect parenting styles
- To develop techniques for dealing with negative feelings about work

Workshop Preparation

Materials Needed

- Newsprint and magic markers or blackboard and chalk
- Masking tape
- Extra paper and pencils
- Extra copies of the Charlotte Cooper case study (included in materials)
- Work sheet from Session 1, Give It Some Thought exercise, "What I Have to Do Before I Go to Work"
- Illustrations of "Negative Spillover," "Positive Spillover" and "Energy Gone" (included in materials)
- Copies of the work sheet "Separate Worlds of Work and Home" (forms 1 and 2)
- Pictures from magazines showing men and women working on their jobs (these can be pasted onto cardboard for use during other training sessions)
- Give It Some Thought work sheets for this session, "Leave It at the Work Place" and "Toward Being a More Creative Working Parent"

Workshop Agenda

Activity I: Review of Give It Some Thought: What I Have to Do Before I Go to Work (30 minutes)

Activity II: Effects of Work on Your Parenting Style (30 minutes)

Activity III: Leave It at the Work Place (60 minutes)

Activity IV: Give It Some Thought (30 minutes)

Estimated Time: 2½ hours

Materials Preparation

1. Be sure to read through the entire session before using it with a group.
2. Copy agenda items on newsprint.
3. Activity I
    - Duplicate enough copies of "What I Have to Do Before I Go to Work" on newsprint (see Session 1, page 13).
4. Activity II
    - Duplicate enough copies of "Separate Worlds of Work and Home" (form 1) work sheet for each participant (see Session 2A, pages 14 and 15).
    - Copy directions for activity on newsprint (see Session 2A, page 6, item #2).
5. Activity III
    - Illustrations of people working including the three included in the materials: "Negative Spillover," "Positive Spillover," and "Energy Gone."
    - Duplicate enough copies of "Separate Worlds of Work and Home" (form 2) for each participant (see Session 2A, pages 16 and 17).
    - Copy directions for activity on newsprint (see Session 2A, page 8, item #5)
    - Copy questions from Session 2A, page 9, item #6 on newsprint.

6. Activity IV
    - Duplicate enough copies of "Leave It at the Work Place" and "Toward Being a More Creative Working Parent" for each participant (see Session 2A, pages 18 and 19).

WORKSHOP ACTIVITIES

Activity I: **WARM-UP AND REVIEW OF GIVE IT SOME THOUGHT: BEFORE I GO TO WORK . . .** (30 minutes)

Instructions for Facilitators

1. Arrange chairs in a circle. When it is time for the meeting to begin sit down, preferably between two participants.
2. Ask new members in the group to introduce themselves. Then ask returning members to introduce themselves. Be sure to introduce yourself.
3. Tape up the agenda for this session and review it with participants.
4. Tape up the newsprint with the work sheet, "What I Have to Do Before I Go to Work," duplicated on it. (This should have been prepared prior to the session.)

Option I

1. Ask for a volunteer who has either thought about the things that need to be done or who has written them down to share with the group.
2. As this person indicates the things to do, write them in the proper column.
3. After the person has indicated all that s/he has to do, ask the following:
    - **Which one of these will you work on first?**
    - **What steps will you take to get this accomplished?**
4. As the person indicates the steps, write them in the proper column on the newsprint.

Option II

1. If no one volunteers, use the Charlotte Cooper case study or your own personal experience.
2. Read the case study to the group.

Charlotte Cooper (case study)

Charlotte Cooper's husband deserted his family about three months ago. Mrs. Cooper was unemployed when her husband left and is currently receiving public assistance for herself and her five children. The children are three, five, six, nine, and twelve years of age. While Mrs. Cooper never considered her family wealthy, her husband was able to provide more money for the family to live on than they are able to get from welfare. Charlotte Cooper feels depressed most of the time because of the separation from her husband and her seeming inability to provide her children with all that she feels they need.

Mrs. Cooper has considered finding a job. She never finished high school and the only job she ever had was as a part-time salesclerk in a department store. She married when she was sixteen because she was pregnant. Her husband was a high school graduate. Charlotte Cooper has never worked at a full-time job, because her husband had not wanted her to work or complete her high school education after they were married. He expected her to stay at home and take care of the baby and the house. At this point she is not even sure of how to go about finding a job, what work she is skilled for, or if she has any skills at all.

Mrs. Cooper worries about how the children will manage if she is not around to care for them. The washing, ironing, shopping, and other household chores to be done make her day seem endless. In addition, Mrs. Cooper feels she must walk the school-age

children to school in the morning and pick them up in the afternoon. They are never allowed to play in the park down the street unless she goes with them.

Mrs. Cooper is an avid churchgoer. She and the children go to church every Sunday. Visits from her aunt and two other women who live in the same building form another social outlet. Mrs. Cooper's third social outlet is with the public school her children attend. She is the class mother for her nine-year-old child's class, and she often accompanies the class when they go on trips. The teachers at the elementary school all think highly of Mrs. Cooper and have complimented her often on the way she interacts with all the children when she is in the building. In fact, several teachers have mentioned the adult education program in the school district as something Mrs. Cooper might look into. She has considered it, but believes that going to classes and studying would be very difficult for her at this time. She feels that returning to school would take time from her household chores and from meeting the needs of her children. Yet, she is concerned about their lack of money and not being able to make ends meet.

3. After you have read the case study, do steps 2, 3 and 4 on page 3 under Option I with members of the group supplying the information.

   Note: As facilitator you should seriously consider sharing with the group what you had to do to get ready for employment.*

4. Whether you do Option I or II you should ask the following questions to summarize the activity.

   Key discussion questions

   - Are there more things to consider than getting a job when you plan to go to work?
   - How is making a list of these things helpful?

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*See Appendix I, "Sharing of Self"

- **Is it also helpful to consider the steps needed to accomplish certain tasks?**
- **Will going through these steps help your children in any way? How?**

This discussion should lead directly into the next activity, "Effects of Work on Your Parenting Style."

Activity II: EFFECTS OF WORK ON YOUR PARENTING STYLE (30 minutes)

The purpose of this activity is to get the participants in the group to think of how work and what goes on in the work place can affect how they respond to the needs of their children.

Instructions for Facilitator

1. Hand out form I of "Separate Worlds of Work and Home" work sheet to each participant.
2. Tape up newsprint with the following directions. (This should have been prepared prior to the session.) Go over the directions with the group.

   Directions

   - Complete your work sheet.
   - This work sheet asks about some of the feelings that you and your children may have about your going to work.
   - There is space on the reverse side of the sheet for you to add any additional feelings that you or your children may have about your working.
   - You will have about 10 minutes to complete the sheet.
3. Ask for and answer any questions.
4. After you have answered any questions that participants might have, give the signal to begin. You should circulate around the room giving help and assistance if it is needed.

5. After about 10 minutes bring the group back together and ask for a volunteer to share with the group some of the answers he or she has written.

6. After the volunteer has shared, begin the discussion with the following questions.
    - **Is there anyone who has answers that are very similar to the ones we have just heard?**
    - **Why do you think that people have come up with the same types of responses?**
    - **Is there anyone who has answers that are very different?**
    - **Is there anyone who has answers similar to these?**
    - **Why do you think people are able to respond so differently to the same questions?**

7. Tape up a sheet of newsprint and begin to record people's responses to the following question (since this is not a brainstorming exercise, discussion of responses should be encouraged):
    - **What are some of the things that we can do as individuals to make ourselves and our families feel comfortable about our going to work?**

8. After all of the groups' responses have been recorded ask the following:
    - **Is there anything you can begin to do right away that will help you feel better about working?**

9. Participants should then begin to talk about those items on the list that they could begin to work on right away. It is okay if more than one person comments on the same items. This discussion should continue until everyone who wants to comment has had an opportunity to do so. The discussion should lead directly into Activity III, "Leave It at the Work Place."

Activity III: **LEAVE IT AT THE WORK PLACE** (60 minutes)

The purpose of this activity is to help parents to begin to identify some of the pressures of the work place and try to identify techniques they can use to prevent pressures of the job from influencing their parenting roles.

Instructions for Facilitators

1. Hang or place the magazine illustrations of working people and the illustrations of "Negative Spillover," "Positive Spillover," and "Energy Gone" where people can see them.
2. Introduce the activity by informing the group that for this part of the session you would like them to think about how work affects us once we get home. Point out the pictures of employed parents at their work. Ask them to imagine the ways work might influence the people in the picture as parents when they get home. Show the first picture.

Note: **Make sure you use as your first picture one that is easy for participants to imagine the influence such work would carry over into the home. A picture of a person in a very stressful job would be an example. Then move on to other pictures. You may get some funny or flip answers. These are as valid as more serious answers since humor and wit can be wonderful defenses against stress.**

3. After you have gone through each of the pictures, hand out the work sheet "Separate Worlds of Work and Home," form 2.
4. Have the group break into groups of three (triads).
5. Tape up the newsprint with the following directions and go over them with the group. (This should have been prepared prior to the session.)

Directions

- Each person in the group should complete the sentences on the sheet.
- Discuss among yourselves how work affects your behavior at home.
- Use the questions on newsprint/the blackboard if you need help getting your discussions started.

6. Tape up the newsprint with the following questions on it or write them on the blackboard. (This should have been prepared prior the session.)
   - **What is the thing that irritates or satisfies you most about work?**
   - **Are you able to do anything constructive about things that get on your nerves at the work place? What?**
   - **How do you express satisfaction with your job?**
   - **If you can't do anything about the things that irritate you at the work place, what can you do for yourself to relieve the irritation before you get home?**
7. As the people in the triads begin to work, circulate around the room giving assistance wherever it is needed.
8. After about 20 minutes, you should bring the participants back together as one group and use the four questions on the newsprint to generate discussion.
9. After everyone who wishes to has had the opportunity to contribute to the conversation, tape up a sheet of newsprint and ask the following question:
   - **What techniques can we use to enable us to leave stress, tension, anger, and irritation at the work place?**
10. After you have all the ideas that people can think of, you should move directly into the "Give It Some Thought" activity. (The ideas generated at this point will be used in Activity IV (see Session 2A, page 10, item #2).

Activity IV: **GIVE IT SOME THOUGHT** (30 minutes)

The purposes of this activity are to give participants the opportunity to summarize what has gone on in the session and to try out some of the things they have learned during the session.

Note: Participants should be encouraged to try out the exercises, but they should not feel that if they do not do them they can't take part in the sessions. These activities are meant to be additional tools that can be used to help participants deal with the everyday issues.

Instructions for Facilitator

1. Give each member of the group copies of the work sheets "Leave It at the Work Place" and "Toward Being a More Creative Parent."
2. Go over the sheets with the participants pointing out the following:
   - It is not necessary to do both exercises; one will be enough.
   - Copy one or two ideas from the newsprint list we have made about stress and the work place and how work affects our parenting roles.
   - Notice that on the work sheets there is room for you to indicate the technique you have chosen, the number of days you used the technique, and what the results of using the technique were.
   - Are there any questions about this session or the Give It Some Thought challenge for next time?

Getting Ready for Session 2B

The next session is one that can be done with parents and children working as teams. If you are going to work with single-parent families in this way, you need to alert your

parents to bring children between the ages of 9 and 15 to the session. Again, as facilitator, you need to:

- Be sure that parents feel comfortable having their children at the workshop.
- Feel comfortable yourself about working with children of various ages.
- Understand and communicate to parents that their children need to be willing and able to take part in the discussions.
- Go over Session 2B so that you are able to give parents an idea of the kinds of activities involved.
- You should refer to "Children in Meetings," Appendix I.

Charlotte Cooper (case study)

Charlotte Cooper's husband deserted his family about three months ago. Mrs. Cooper was unemployed when her husband left and is currently receiving public assistance for herself and her five children. The children are three, five, six, nine, and twelve years of age. While Mrs. Cooper never considered her family wealthy, her husband was able to provide more money for the family to live on than they are able to get from welfare. Charlotte Cooper feels depressed most of the time because of the separation from her husband and her seeming inability to provide her children with all that she feels they need.

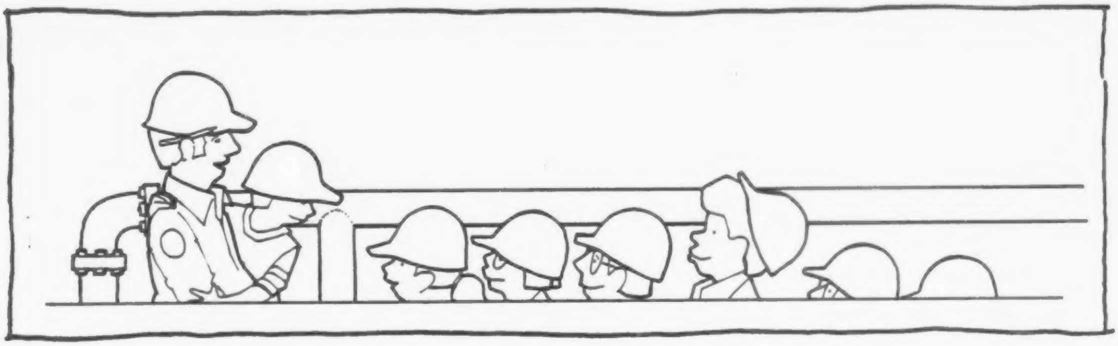
Mrs. Cooper has considered finding a job. She never finished high school and the only job she ever had was as a part-time salesclerk in a department store. She married when she was sixteen because she was pregnant. Her husband was a high school graduate. Charlotte Cooper has never worked at a full-time job, because her husband had not wanted her to work or complete her high school education after they were married. He expected her to stay at home and take care of the baby and the house. At this point she is not even sure of how to go about finding a job, what work she is skilled for, or if she has any skills at all.

Mrs. Cooper worries about how the children will manage if she is not around to care for them. The washing, ironing, shopping, and other household chores to be done make her day seem endless. In addition, Mrs. Cooper feels she must walk the school-age children to school in the morning and pick them up in the afternoon. They are never allowed to play in the park down the street unless she goes with them.

Mrs. Cooper is an avid churchgoer. She and the children go to church every Sunday. Visits from her aunt and two other women who live in the same building form another social outlet. Mrs. Cooper's third social outlet is with the public school her children attend. She is the class mother for her nine-year-old child's class, and she often accompanies the class when they go on trips. The teachers at the elementary school all think highly of

Mrs. Cooper and have complimented her often on the way she interacts with all the children when she is in the building. In fact, several teachers have mentioned the adult education program in the school district as something Mrs. Cooper might look into. She has considered it, but believes that going to classes and studying would be very difficult for her at this time. She feels that returning to school would take time from her household chores and from meeting the needs of her children. Yet, she is concerned about their lack of money and not being able to make ends meet.

Separate Worlds of Work and Home (form 1)



Please complete these sentences (use the other side of the sheet if you wish to make additional statements).

1. If my child (children) didn't like my working, when I get to work

2. If one of my kids is home sick, when I go to work

3. If my family doesn't want me to work overtime, when I go to work

4. If my kids want me to do something with them and I can't because I have to work,

5. If my kids respect my job, when I get to work

6. If my home life is satisfying, when I get to work

____

____

7. If I have a bad problem at home, when I get to work

____

____

8. I work best when

____

____

Separate Worlds of Work and Home (form 2)

Please complete these sentences (use the other side of the sheet if you wish to make additional statements).

1. If I work overtime, when I get home ______________________________

2. After a hard day at work, when I get home ______________________________

3. If I feel hassled at work, when I get home ______________________________

4. If my boss compliments me, when I get home ______________________________

5. If things have gone well at work, when I get home ______________________________

6. If my work place environment has been noisy, when I get home

7. If I have been bored at work, when I get home

8. If I feel underpaid, when I get home

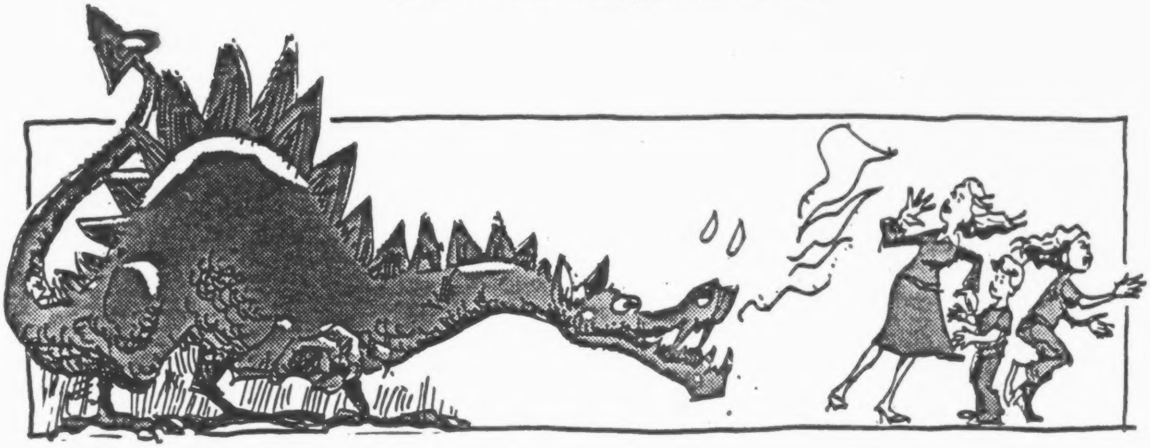
9. If I have to take orders all day, when I get home

10. If I'm proud of my day's work, when I get home

Session 2A

LEAVE IT AT THE WORK PLACE

Give It Some Thought Work Sheet



Technique Tried____

How did it go:

Monday

Tuesday

Wednesday

Thursday

Friday

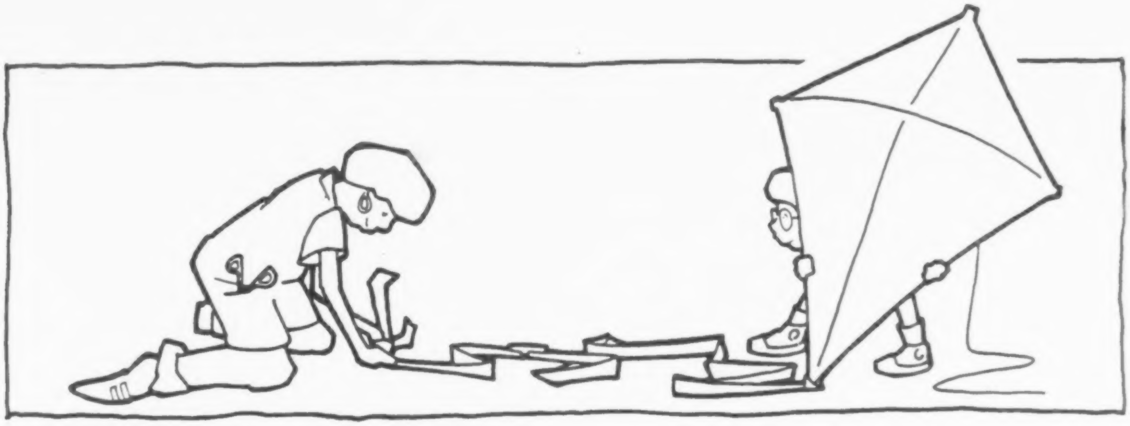
Saturday

Sunday

Session 2A

TOWARD BEING A MORE CREATIVE WORKING PARENT

Give It Some Thought Work Sheet



Technique Tried ______________________________

How did it go:

Monday

Tuesday

Wednesday

Thursday

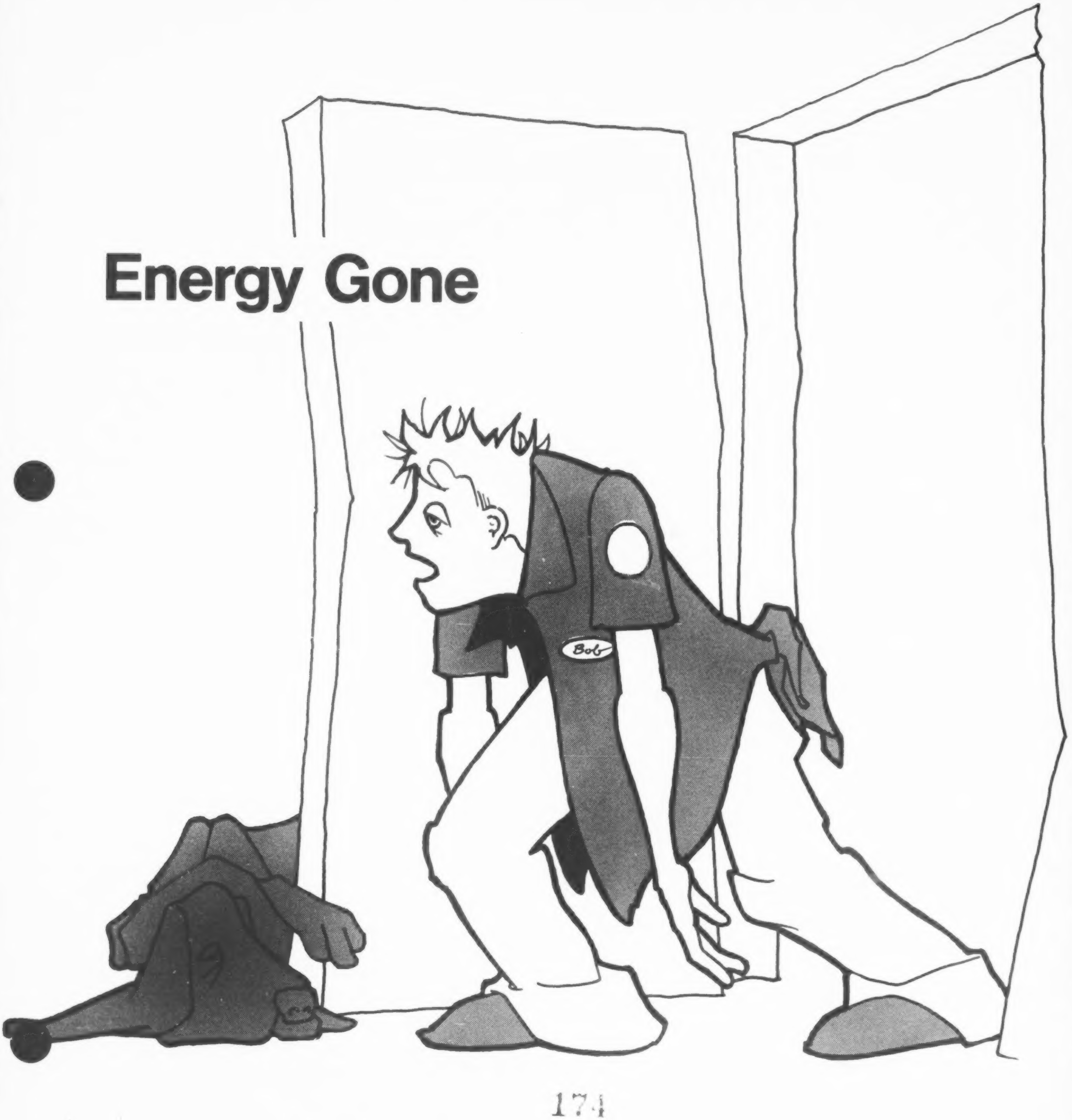
Friday

Saturday

Positive Spillover

Negative Spillover

Energy Gone



Part II: Single Parents and Work

Session 2B

Children and Work

BACKGROUND INFORMATION

Audience: Single parents (male and female) and older school-age children (9 to 15)

Objectives

- To examine ways that parents' work can improve their parenting role
- To increase children's understanding of their parent's need to work
- To increase children's understanding of their parent's work or work place

Workshop Preparation

Materials Needed

- Newsprint and magic marker or chalk and chalkboard
- Extra pencils and paper
- Paper and crayons for each parent and child
- Case studies: Robert Jones Family, Part II and Maggie Smith, Part II
- Work space for each family--tables and chairs
- Tape recorder and taped message
- Note from parent to child in child's lunch box
- Copy of TV Guide
- Copy of the short story "How Johnny Taught the Big People a Lesson," included in the materials

Workshop Agenda

Activity I: Review of Give It Some Thought: Leave It at the Work Place and Toward Being a More Creative Parent (30 minutes)

Activity II: How Would You Feel? (30 minutes)

Activity III: My Mom/Dad Goes to Work (45 minutes)

Activity IV: Keeping in Touch (30 minutes)

Activity V: Give It Some Thought (15 minutes)

Estimated Time: 2½ hours

Materials Preparation

1. Be sure to read through the entire session before using it with a group.
2. Duplicate the agenda on newsprint.
3. Activity I
    - Duplicate Give It Some Thought work sheets "Leave It at the Work Place" and "Toward Being a More Creative Parent" on newsprint
4. Activity III
    - Gather Option I crayons, paints, or magic markers and drawing paper. Be sure to have enough for each family group.
    - Prepare the directions for the activity. (See Session 2B, page 9, item #4. Do this only if you are using Option I).
    - If you are doing Option II, prepare the set of directions. (See Session 2B, page 11, item #2.)
    - Duplicate enough copies of case studies of Robert Jones, Part II and Maggie Smith, Part II so that every group has a copy.

5. Activity IV
    - Tape recorded message. (See Session 2B, page 17.)
    - Note from parent to child in a child's lunch box
    - TV Guide

WORKSHOP ACTIVITIES

Activity I: REVIEW OF GIVE IT SOME THOUGHT: LEAVE IT AT THE WORK PLACE AND TOWARD BEING A MORE CREATIVE PARENT (30 minutes)

The purpose of this activity is to review the "Give It Some Thought" exercise given to the group at the end of the Session 2A, allowing those members of the group who attempted it the time to share their experience with others and to give support to other participants so they will be comfortable in using some of the information gained in the session to work through their own life situations.

Instructions for Facilitators

1. Arrange the chairs in a circle. When it is time to start the session, sit in one of the chairs yourself, preferably between two participants.
2. Welcome the group to the session.
3. Ask the new members to introduce themselves and their children. After all the new members have been introduced, ask the rest of the group to introduce themselves and their children. Don't forget to introduce yourself.
4. Tape up the agenda for this session and go over it with participants.

Option I

1. Tape up the newsprint with the work sheets, "Leave It at the Work Place" and "Toward Being a More Creative Parent."

2. Ask for a volunteer who has done either of the exercises to share with the group what s/he has done.
3. The person should indicate which of the sheets they worked on. To help them get started use the following questions.
    - **What technique did you try?**
    - **Were you successful using it every day?**
    - **What went wrong on the day that you weren't successful?**
    - **What did you do to make it successful?**
    - **What do you think you accomplished?**
    - **How do you feel about this?**
4. As the person responds fill in the appropriate work sheet in the appropriate places.
5. You should get at least one response for each of the work sheets.

Option II

1. If no one volunteers to share, use the Jane Ames case study or your own experience.
2. Read the case study to the group.

Jane Ames (case study)

Jane Ames is 40 years old and has two sons, Steven Jr., 12, and Joseph, 6. She has been separated from her husband for about six months. Both Jane and her husband feel certain that their separation will lead to a divorce. Neither Jane nor her husband has any bad feelings toward the other and both are trying hard to arrive at a divorce settlement that is acceptable to them and the children. Jane's mother and father were very upset when they heard that their daughter had separated from her husband and have been pressuring the couple into trying to "save" their marriage. Jane's parents feel that Jane and her husband are being selfish and thinking only of themselves.

Jane completed two years of college before she got married and worked as a secretary before her first child was born. Since her separation she has gone back to work, but because she has been out of the job market for about 13 years, her secretarial skills are rusty and she is not familiar with the new office equipment. She is currently working in the secretarial pool of a large firm several miles from her home. Although her salary is low, she feels that she will be able to get a better-paying position in the company once her skills improve.

Before Jane and her husband were separated and she went back to work, she ran an efficient household. She was proud that her husband and her children ate well and that the house was always clean and comfortable. She even had time to participate in outside activities that gave her satisfaction.

Since she has gone back to work, she feels there aren't enough hours in the day. When she gets home from work, she rushes to prepare dinner for herself and the boys. There's always laundry to do, and the beds never get made anymore. Both boys constantly complain about having to make their own lunches and have made no effort to pick up after themselves. On more than one occasion Jane's mother-in-law has offered to come over to prepare meals for Jane and the children. Jane had thought this would be helpful, but the boys created such a fuss about not liking their grandmother's cooking that Jane now refuses her mother-in-law's offers.

Because she has had to work and take care of the house, Jane has had no time to participate in her outside activities or to practice her office skills as she had planned, and she feels tired all the time.

3. After you have read the case study do steps 3 and 4 on page 4, with members of the group supplying the information.

   Note: As facilitator you should seriously consider sharing with the group ways you have of leaving stress and tension at the work place or techniques you have used to be a more creative parent.

4. Whether you do Option I or II you should ask the following questions to summarize the activity.

   Key discussion questions

   - **Why is it necessary to develop techniques to help you cope with work place tensions and stress or to be a more creative parent?**
   - **What does having these techniques available to you do for you/for your children?**

   This discussion should lead directly into the next activity, "How Would You Feel?"

Activity II: HOW WOULD YOU FEEL? (30 minutes)

The purpose of this activity is to help families share with one another how they feel about the jobs or chores that each family member does in or outside of the home.

Instructions for Facilitators

1. What follows is a brief statement or (mini-lecture)* about the division of "work" within the family. As facilitator, you should review this information and use it as a means of introducing the second activity. You should feel free to rephrase the information so that you feel comfortable with it.

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*See Appendix I, "Mini-Lectures"

We all know that in most families, there are two kinds of work: work done outside of the home and work done in the home. Mothers and fathers can do both these kinds of work. Some mothers work outside the home and some fathers help out with work around the home. Even children have work: going to school or doing chores. In some families, work is divided between the mother and the father. The father does the work outside the home and earns the money needed to take care of the family. The mother does the work in the home, taking care of the children and the house. Sometimes children may help mother to do her work. In other families, both the mother and the father work outside of the home, and in still other families, where there is just one parent -- a mother, or a father, that parent may work outside the home. When parents must work outside the home, families have to figure out how they will get the work inside the home done. They must also decide who will do the work. What I would like for us to do now is to discuss some ways that families can talk about how they feel when decisions about getting work done have to be made. I am going to read to you about a family who has to work out this kind of problem. What I'd like to do is pretend that you are part of this family and tell how you would feel if this were happening to you and your family.

2. Read the story "How Johnny Taught the Big People a Lesson" to the group, or ask one of the teenagers to read it aloud.
3. After you finish reading the story, ask the following questions. You will notice that some of the questions are directed specifically to the children, while others are directed to parents and children. As facilitator, you should be sure that if children are present, they are involved as much as possible in the discussion.*

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*See Appendix I, "Children in Meetings"

Key discussion questions

- If you were one of the children in the family, how would you feel about your parent going to work?
- Why do you think the parent has to go to work?
- How do you think the work around the house will get done?
- Do you think the father or the younger children should help with the housework?
- What jobs should they do?
- If you were the parent in the family, how would you feel about going to work?
- Why would you feel this way?
- With the father working, should the oldest son be the only one doing household chores?
- If you were the older son in this family, how would you feel about taking all the household responsibility?
- Why would you feel this way?

This discussion should lead into the next activity "My Mom/Dad Goes to Work."

Activity III: MY MOM/DAD GOES TO WORK (45 minutes)

The purposes of this activity are to gain an understanding of what it means when parent(s) work and for parents to begin to share with children their need to work.

Note: This activity can be done by family clusters consisting of parents and children or by adult family members if the group has decided that children should not or cannot be present.

Instructions for Facilitators

Option I: Parent/Child Teams

1. It may be more comfortable to begin the session with the group seated in a semi-circle.
2. Tell the participants that parents and children will be doing some things together to help children understand more about their parents' jobs and to help parents understand better what their children do at school. Then we will look at how we can all be more helpful to each other at home.
3. Invite each family to sit around a table and give each family a set of art materials (crayons, paints, or felt markers). Distribute a sheet of drawing paper to each person.
4. Tape up a sheet of newsprint with the following directions:

   Directions

   - Children should draw a picture of their parents at work.
   - Include as much as you can of what you think your parent's work place looks like.
   - Include other people who work with your Mom or Dad.
   - Show what they do.
   - Parents, you should draw a picture of your child/children showing what you think they do at school.
   - Include what you think your child's/children's classroom looks like.
   - You needn't be an artist; stick figures are fine.
   - You have 20 minutes.
5. Go over the directions carefully, being sure that the children understand what they are to do.
6. Allow children and parents time to work on their drawings. Circulate among the family groups, offering encouragement to members. When members have finished, ask them to clean up and put the materials away.

7. When the group has reconvened, ask parents and children to switch drawings. They should look at the pictures to see how correct they are. The following questions can be used as guides to do this part of the activity:
   - **What does the person imagine that you do all day?**
   - **Is their view of what you do correct?**
   - **What have they left out?**
8. After family teams have had some time to discuss their drawings, bring the family teams back together as one large group. Ask the following questions:

   Key discussion questions

   - **Moms/Dads, how accurate a picture did your child draw of you in your work place?**
   - **What additional information does your child need to form a more accurate picture of what you do all day?**
   - **Children, are any of you still not sure of what kind of work your Mom or Dad does?**
   - **Can you think of a way to find out what kind of work your Mom or Dad does?**
   - **How do you feel when your Mom or Dad goes to work?**
   - **Do you think your Mom or Dad likes to go to work?**
   - **Does the picture that your Mom or Dad drew of you and what you do all day show any of the things that you really do?**

Option II: Using the Case Studies (may be done with or without families in teams)

1. Divide the group into families or into teams of two (dyads) or three (tryads). Give each team a copy of either the case study of Robert Jones, Part II or the Maggie Smith, Part II on pages 15 and 16 of Session 2B.

2. Give the teams the following directions for using the case studies. (These should be prepared prior to the session.) Go over the directions.

   Directions

   - Read the case study
   - List any reactions that the children in the case study may be having to their parents' work (these reactions may be negative or positve).
   - In cases where children are displaying negative reactions to parents working, list steps that the parent might take to help this situation move in a more positive direction.
   - In the case studies where children are displaying a more positive reaction to parents working, list the steps that the parent in the case study took to reassure the child about their going to work.
   - You have 20 minutes to complete the task.

3. While the teams are working, you should circulate, answering questions and being sure that the teams are proceeding with the task. Be sure to give special attention to children.

4. After about 20 minutes, bring the teams back together for sharing. Have two teams share with the larger group how they worked on the task: one team representing the Jones family, the other the Smith family. Others who worked on these cases should be encouraged to join in the discussions by sharing their findings or asking questions.

Option III

Describe Option I to parents and suggest to them that they carry out this activity at home. Then, discuss it at the beginning of the next session, using the key discussion questions on page 10, item #8.

Summarizing Options I and II

1. Ask the following question.

   Key discussion question

   - **What are some of the ways parents and children can gain a better understanding of how they each spend time away from one another?**

Activity IV: **KEEPING IN TOUCH** (30 minutes)

Purpose: This activity gives parents and children the opportunity to work out some practical ways they can keep in touch when parents are working.

Instructions for Facilitators

1. Indicate to the group participants that the second part of the session will deal with suggestions for "Keeping in Touch."
2. Ask the following question:
   - **What are good ways to keep in touch when parents are working?**
3. Tape up a sheet of newsprint entitled, "Ways of Keeping Touch."
4. Brainstorm with the group all of the ideas for working parents to keep in touch with their children. Some of the answers that should be on your list are:

   written messages
   taped messages
   use of television
   use of the telephone.
5. Pull out your tape recorder and play a message from a parent to a child that you have pre-recorded. (You may want to use another adult voice rather than your own to read from a children's storybook or give directions for after-school activities. See

suggestions on page 17 of Session 2B). Ask participants to respond to the tape in terms of how useful or practical it is.

6. Take out a note from a parent to a child from the child's lunch box or lunch bag and read it. The note might say, "Please remember to bring home your hat, Love, Ma."
7. Indicate that another way is to use the TV Guide, to indicate special shows they'd like their children to watch on TV. Show the TV Guide with special shows circled.
8. Let participants know that some families find a time that is convenient for parents and children to call one another when the parent is at work.
9. Ask the following question:
   - **Can you think of ways of implementing any of the other things we have added to the list?**
10. After families have had time for discussion, summarize by asking each family what conclusions they have come to.

Activity V: **GIVE IT SOME THOUGHT** (15 minutes)

1. Ask for a volunteer to summarize the session. The summary should include:
   - how work affects our parenting role
   - some of the feelings children have about their parents working
   - ways that parents and children can keep in touch when parents are away from them.

   Indicate to the group that the "Give It Some Thought" for this session is to give you and your children a chance to focus on some of the meaningful things you've done together. To do this you should think of the following:
   - Try out some of the ways we discussed for keeping in touch while you are working or out of the home.

OR

- Try out one of the ways that has been discussed for helping their children to understand the need for them to work and/or the kind of work the parent does.

Robert Jones Family, Part II (case study)

Robert Jones has temporarily been assigned the late shift at his job. He is currently working from 4:00 in the afternoon until midnight. In order to get to work on time he will have to leave home not later than 3:30 p.m. The oldest child, Robert, Jr., who is 13, picks up his younger sister, Mary, 7, and the two of them arrive home at about 3:00 p.m. The youngest child, John, who is five, goes to morning kindergarten and Mr. Jones picks him up at noon.

A next-door neighbor has indicated that she will care for the children from 3:30 until John gets home from work. The neighbor's oldest daughter, Becky, who is 16, has been seeing to it that the children eat dinner in their own apartment and has been getting them to bed. She stays with them in the apartment until their father comes home at 12:30 a.m.

Recently, Mr. Jones has been getting reports from school about Mary and John. Both their teachers have indicated that the children suddenly seem less independent than usual. Mary seems withdrawn and seldom plays with the other children. John, on the other hand, clings to the teacher and cries easily. Since getting the note from school, Mr. Jones has noticed that Robert, Jr. is becoming surly in his response to his father and very bossy toward his brother and sister.

Maggie Smith Family, Part II (case study)

Maggie Smith recently began to work as a keypunch operator in a downtown bank. She works from 9:00 a.m. to 5:00 p.m. She has two children, Sally, age 6, and John, age 4. Both children are in school -- Sally is in first grade and John goes to Head Start. Mrs. Smith is able to get both children off to school before she goes to work.

The church that sponsors John's Head Start program also operates an after-school program in which Maggie has enrolled Sally, who is able to walk the one block from her school to the church. Both children remain at the program until they are picked up by their mother.

When Mrs. Smith realized that she would be taking on a job, she decided to try to prepare the children for the change in their daily routine. First, she explained that she would be going to work. Then she took the children downtown one afternoon and showed them the bank where she would be working. Before Mrs. Smith actually started to work, she began leaving the children at the after-school program. She picked Sally up after school and walked with her to the church so she would get used to the route. She noticed that many children from the elementary school also use the program, including some from Sally's class. This made both Mrs. Smith and Sally feel comfortable.

During the evenings, Mrs. Smith attempts to get many of the household chores done. She encourages the children to help. John can set the table for dinner, and Sally has learned to help her mother sort the clothes for the laundry.

Saturdays and Sundays the Smith family spends going on outings or just being at home together.

Suggestions for Keeping in Touch

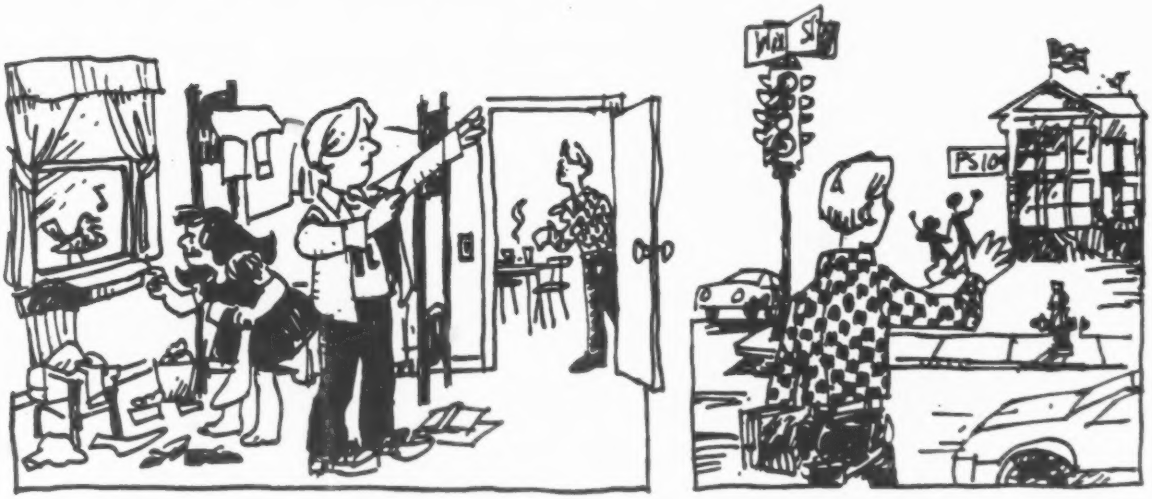
Some suggestions follow that you, as the group facilitator, can use to help you and your group work through Activity III.

1. Here is a message that you might want to have pre-recorded for the session to use in the first part of Activity III.

   > **"Hi Mike, this is Mom. I hope that you had a good day at school. I have left a snack for you on the second shelf in the fridge. Remember, no eating in the living room! I will be home at six o'clock. If I am going to be any later I will call you. Since you did such a great job in getting your homework finished last night, I think it would be O.K. for you to go down to the park and play with the other guys for a while. Just be sure you come back home by 5:30. Have a good time and don't forget your key."**

2. If you decide to read from a children's storybook, select a story that is not going to take more than 5 or 10 minutes of playing time.

How Johnny Taught the Big People a Lesson



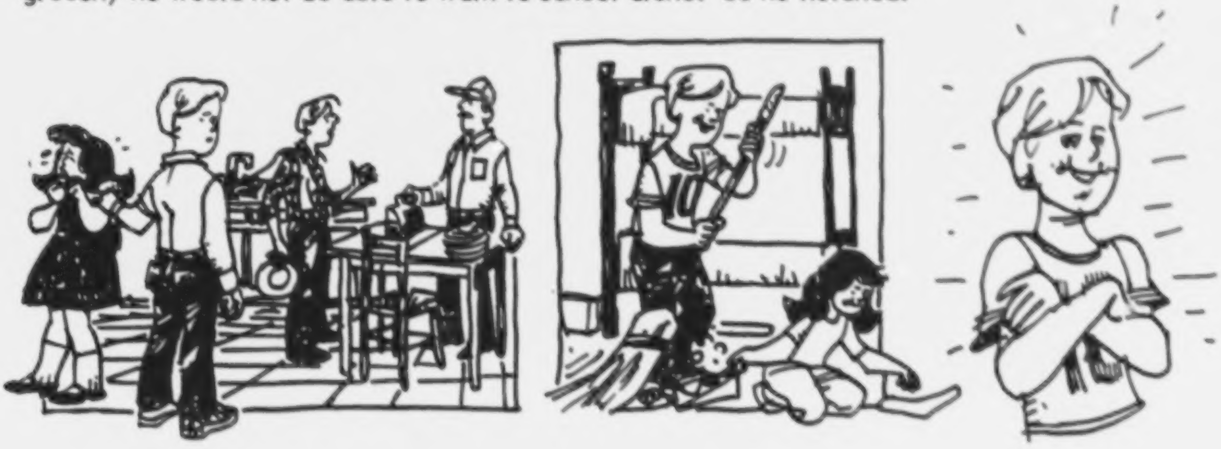
"Once upon a time there was the Scott family. In the Scott family there was a father and three children. Every morning the father got up extra early and started to prepare breakfast for the children. While the breakfast was cooking, he got his oldest son, Michael, out of bed so that Michael could finish preparing the breakfast, get dressed, and help his younger brother and sister get ready for school. The younger children were able to dress themselves. Johnny was 7 and very proud that he could get dressed all alone. Mary was five. Sometimes she had a little trouble getting dressed. She knew how to get all of her clothes on, it was just that sometimes other things got in the way. A bird would sit at the window and she would stop what she was doing to watch it, or the soap made pretty bubbles in the sink and she would stop to play with them. Sometimes Johnny would remind her to hurry, and sometimes his big brother Michael would have to do it.

Father was always gone when the children came to the breakfast table. He was always in a hurry in the mornings. He drove a great big blue truck and had to rush to deliver the food to the grocery stores.

Some mornings, the children's older brother Michael was grouchy. He hurried the younger children and fussed with them when they came late to the breakfast table.

Johnny didn't like it when Michael was grouchy so he tried to hurry every morning. If he hurried, Michael would not be grouchy and might let him start out for school alone. The children's school was not far away and, very often, when there was enough time, Michael would let Johnny walk ahead. This made Johnny feel very grown up. Of course, Johnny had to wait at the corner for Michael and Mary to catch up. When they caught up, Michael would see them safely across. Then he would stand at the corner until they walked into the school building. When the children were safely inside the school building, Michael would go in the opposite direction to the high school.

Everyone seemed to be happy at the Scott house until the time came when Michael was grouchy in the morning and grouchy in the evenings too. He snapped at Johnny and Mary even when they did what he told them. When father came home from work he and Michael often quarreled. What could be the matter? Johnny and Mary were worried, so worried that Mary cried when she heard her brother and her daddy's voices rise. Johnny did not cry. He listened, he needed to know what was wrong. As long as Michael was grouchy he would not be able to walk to school alone. So he listened.



It seemed that Michael was grouchy because he had so many things to do around the house. When he talked to his Dad and his voice rose it was because he was complaining about caring for the children, fixing lunches, and starting supper. He tried to explain to his Dad that he didn't mind helping out but the house always looked a mess, and he was embarrassed to have his friends come for a visit. Dad always said he was sorry that Michael was ashamed of their home, but keeping the family clean, well-fed, and presentable were more important than a neat house. Besides, the house was clean, just a little cluttered. Michael only shrugged his shoulders and looked sad. Mary was sad, but she did not understand, but Johnny understood and he had a plan.

The next day when they came home from school, Johnny took Mary into the room they shared. He told her what to do and they worked quickly and quietly. Well, maybe not so quickly. Mary was a little slow. Remember, other things often got in her way. Soon they were finished and off they went to the living room where they were very busy. Michael did not take much notice of them. He was busy with the dinner and his homework. He never bothered Johnny about his lessons until after dinner and Dad always helped Mary with her lessons when he came home from work.

Just before dinner, Johnny whispered something into Mary's ear. She ran into the kitchen, took the dinner things from the draw, and began to set the dining room table. She know how to do it. She had learned in nursery school. She couldn't reach the dinner plates and asked Michael to help her. "Give me the dinner plates Michael. I'll put them on the table. See, I have begun to set the places. I learned in school."

Michael smiled and handed her the plates one at a time, off she ran to put the plates in their proper places. When the father came home the meal was ready and the table was set. The family sat down for dinner. There were no raised voices. Johnny smiled. After dinner he told his father he needed to show him something. He walked his father into the living room and then into the room he shared with Mary. Both rooms were in order. There were no books, clothing, or toys lying around. At first the father did not realize what he was seeing, but Johnny explained. "We did it. Mary and I did it. We can help. We want Michael to have his friends visit. We want him to be proud of our house." Dad was very proud. He hugged his son and told him how proud he was of him. Then he went into the dining room where Mary was chatting away with her brother while she helped him clear the dinner dishes from the table.

When the dinner things had been cleared from the table, Dad told Mary and Johnny to begin their lessons while he and Michael were in the kitchen doing the dishes. In the kitchen, father explained to Michael what the younger children had done. Father said he now understood. From now on things would be different. He and the children would help keep the house in order so Michael would be proud to have his friends visit.

As Michael helped his younger sister and brother to bed, he gave them each a bigger hug than usual.

Johnny was very happy. Michael would probably not be grouchy in the morning and he would be able to walk ahead to school. Of course, he would have to get himself dressed pretty quickly just to be sure.

Part II: Single Parents and Work

Session 3

Who Will Care for the Children?

BACKGROUND INFORMATION

Audience: Single parents -- working or about to be working, male and female

Objectives

- To compare the advantages and disadvantages of a wide variety of options for child care
- To develop a check list for evaluating group care for children

Workshop Preparation

Materials Needed

- Blackboard and chalk or newsprint and marker
- A copy of "Some Solutions for Child Care" for each participant (see Session 3, page 12)
- Index cards showing descriptions of child care options (see Session 3, pages 13 and 14)
- Copies of the brochures What to Look For in a Family Day Care Home, What to Look for in Day Care Center, and Let's Talk about Child Care for display. Single copies are available from County Cooperative Extension Offices in New York State or write to the Distribution Center, 7 Research Park, Cornell University, Ithaca, New York 14850
- Paper and pencils for participants
- Copies of the Robert Jones, Jane Ames, Maggie Smith, Charlotte Cooper case studies
- Copies of "Child Care Information Sheet" for each participant (see Session 3, page 15)

Workshop Agenda

Activity I: Review of Give It Some Thought (60 minutes)

Activity II: Child Care Options (30 minutes)

Activity III: Developing a Child Care Check List (30 minutes)

Activity IV: Give It Some Thought (30 minutes)

Estimated Time: 2½ hours

Materials Preparation

1. Be sure to read through the entire session before using it with a group.
2. Duplicate agenda on newsprint.
3. Activity I
   - Copy directions for Part 2 of this activity onto newsprint (see Session 3, page 4, item #3).
   - Be sure you have copies of "Some Solutions for Child Care" for each participant.
   - Be sure you have at least one case study for each group.
3. Activity II
   - Prepare index cards, giving the names and descriptions of the child care options (see Session 3, pages 13 and 14. These may be cut apart and pasted on the index cards.

WORKSHOP ACTIVITIES

Activity I: REVIEW OF GIVE IT SOME THOUGHT (60 minutes)

Instructions for Facilitators

The purpose of this session is to help parents examine a variety of child care options.

Note: Facilitators should be aware that child care is a sensitive issue in some families. Examining any personal issue raises the danger of bringing unresolved feelings into the workshop session. Some parents may lack clear ideas about child care responsibilities and arrangements.

Defensiveness is a common reaction to any change that threatens a person's sense of security. In order to readily accept change, a person must feel accepted and supported. Often the change must occur gradually.

Part I

1. Ask a volunteer to share with the larger group the ways s/he is keeping in touch with children or techniques s/he has used to help his or her children understand the need for parents to work or the kind of work the parent does.
2. When you get a volunteer, ask the following questions:
   - **Which activity did you try?**
   - **What was it that you actually did?**
   - **How did your children respond?**
   - **Is this something you plan to continue?**
3. If no one volunteers, ask the group if there is anyone planning or thinking about trying out one of the techniques.
4. When you get a volunteer, find out which area s/he feels a need to work on and how s/he plans to go about working on it.

Part 2

1. If you are working with a group of five or more persons, divide the group into dyads or triads. Be sure one member of the team can read. Give each team of two or three a copy of the work sheet, "Some Solutions for Child Care," and one of the four case studies. It is O.K. if more than one team is working on the same case study.
2. Indicate to the group that during this session the group will be considering a variety of answers to the question, "Who will care for the children?" Refer to the work sheet, indicating that it lists some ways to arrange for work and child care that other families have identified as workable for them.
3. Tape up the following directions. (These should have been placed on newsprint prior to the meeting.)

   Directions

   - Read the case study
   - On the work sheet next to each solution write the advantages and disadvantages for the family in the case study of using this form of care.
   - You have 15 minutes to complete this part of the activity.

   Note: If most of your parents cannot read or write well, you may want to consider copying the work sheet onto newsprint and leading a discussion around the advantages and disadvantages of each child care option, after carefully reading the options out loud.
4. After 15 minutes, ask for a volunteer from each team to share by discussing the advantages and disadvantages they found in using a particular kind of child care for the family in their study--encourage other teams who may have worked on the case study to join in the discussion.

Key discussion questions

- **Can you think of any advantages or disadvantages for other family members?**
- **What financial advantages and disadvantages might there be to that option?**

Activity II: OPTIONS FOR CHILD CARE (30 minutes)

The purpose of this activity is to review the child care options that families have available to them.

Instructions for Facilitators

1. Divide the group into teams of two persons each (dyads).
2. Give each pair an index card. If you have fewer than eighteen people give some teams more than one index card. Be sure to distribute all of the cards.

Option I:

If everyone in your group is a good reader: Ask each pair to study their child care option. Tell them you would like them to describe the child care arrangement to the group, then to think of the family situation and kind of child for whom this solution would be best suited. After people have had about 15 minutes to work, have each team describe and discuss the option they considered.

Option II:

If you have people in your group who are not good readers: If you have poor readers and you know who they are, you can inconspicuously match them with good readers for this activity.

If the majority of your parents don't read well, you will need to do this exercise quite differently. You could lead a discussion around these same types of child care by asking the group what they know about each of the forms of care as you mention

them. As the participants give you the information, you can write it on the blackboard or newsprint.

Your job will be to keep the discussion flowing and to add from the index cards any important information that doesn't come from the group. When parents have exhausted all of the options they can identify, continue adding the ones left on your index cards. The options that should appear on the index cards are (these are repeated on pages 13 and 14 of Session 3 and can be cut apart and pasted on the index card):

1. Family Day Care is the term given to the care of children in a private home by one caregiver, usually a woman. Some caregivers are certified by the County Department of Social Services and receive placements and payment from that department. Other private caregivers sometimes advertise in local papers or through bulletin boards in shopping centers and churches. The rates for family day care vary, and the quality of care differs from home to home. A caregiver may care for no more than six children in the home at one time, according to regulations of the N.Y.S. Department of Social Services.
2. Group Care is centrally located care other than in a private home. Fees vary according to the type of program. Most group care is "developmental" -- it includes planned learning experiences.

Common types of group care are:

3. Group Care - Day Care Centers accept children for full-day care; some provide before- and after-school care for older children. Fees are usually based on income and range from nearly nothing to a great deal. Day Care Centers are licensed by the State Department of Social Services.
4. Group Care - Head Start programs are federally funded to give children from low-income families a "head start" on learning. Most Head Start programs are half-day.

5. Group Care - Public School Pre-K programs are similar to Head Start and are full-day.
6. Group Care - Nursery schools are privately funded programs that operate for less than three hours per session. Nursery schools may be cooperative ventures, in which parents volunteer their time as part of the fee, or they may be supported fully by tuition charges.
7. Group Care - Play Groups are informal groups of parents (usually mothers) who take turns sharing the responsibility for small groups of children for several hours two or three times a week. There is usually little or no cost, but parents must be able to schedule time for their "turn."
8. Group Care - Supervised Recreational Programs for older children can sometimes be used to provide partial after-school care. Programs may be sponsored by communities or townships, or they may be open by membership only to groups such as YMCA, YWCA, or athletic clubs.
9. Group Care - Industry-based or Employer-supported Child Care. Some industries have a day care center located at or near their place of business for children of employees. This may be sponsored and/or subsidized by the company, making this an inexpensive child care option for parents.

Activity III: **DEVELOPING A CHECK LIST FOR CHILD CARE** (30 minutes)

The purpose of this exercise is to provide parents with the information they need to make informed choices about the kind of day care that best suits their needs.

Instructions for Facilitators

1. Point out to the group that if parents are to make informed choices about the kind of care that is best suited to them and their children, they need to develop some guidelines.

2. Brainstorm on newsprint or on the blackboard the items that participants believe are important to look for when seeking out-of-the-home care. We have included the following list to help you be sure that all important points are included.

Location: How far are the facilities from your home or work? If transportation is needed, ask about car pools.

Hours and Days: Some child care programs are open full-time; others operate for half days, less than five days a week. How will this affect your work schedule?

Atmosphere: Look for pleasant, comfortable, friendly surroundings. Listen for happy sounds--laughing, singing, talking. Ask how conflicts and competition are handled.

Care Provider or Staff: Experience with children, knowledge of child development, and qualities of warmth, flexibility, and affection are important. The adult(s) should be responsive to the needs of individual children, without showing favoritism.

Safety: Ask about fire safety and precautions against accidents. Watch out for dangerous stairs, uncovered radiators, unsafe outdoor play areas. The center or home should have adequate heat, ventilation, and bathroom facilities.

Equipment and Play Material: Look for a variety of choices--crayons, paints, clay, music, games, puzzles, books, large and small blocks, outdoor equipment, etc. Are the children given free choices for most of each day? Are boys and girls encouraged equally to try all types of activities?

Space: There should be enough space for activities, both indoors and outdoors. There should also be space for rest time, and for each child to store his/her own possessions. Ask what provisions are made for a sick child.

Nutrition: Well-balanced and attractive meals and snacks should be served at appropriate times. Visit at a time when you can observe the food service. Ask whether the children help prepare the food and assist at clean-up.

Costs: When comparing costs of different programs, find out exactly what the fees cover, when they must be paid, what other costs there might be--insurance, materials, food, etc. Some programs have a "sliding-fee scale" depending upon the family income; others feature a cooperative work arrangement as part of the fee.

3. When you have completed the list, suggest that participants copy down these ideas, listing the ones they consider most important first. Distribute paper and pencils to participants who need it. **Don't do this step if most of your parents don't write well.** The list could be duplicated and handed out to the participants.

Activity IV: **GIVE IT SOME THOUGHT** (30 minutes)

The purpose of this activity to give parents ways to apply some of the information learned in this session to their own experience.

Instructions for Facilitators

1. Summarize or ask for a volunteer to summarize what has taken place in the session so far.
   - A review of child care options available
   - The development of a check list that will enable parents to examine a child care facility in terms of what it has to offer their child.
2. Indicate that the take-home activity for this session will be for members of the group to survey the community to find out which kinds of child care discussed are actually available.

3. Before requesting volunteers to undertake this task, you should brainstorm with the entire group the ways in which they can go about getting the information.

   List on newsprint or blackboard any and all suggestions your group identifies. They may suggest:

   - Checking yellow pages under child care
   - Asking a kindergarten teacher what options s/he is aware of
   - Ask some working mothers what solutions they have identified
   - Check with the County Department of Social Services to see who is licensed
   - Check with the public schools, including the high school child development program
   - Check with the major industries and the YM/YWCA
   - Look at the bulletin boards at the supermarket and laundromat to see who is advertising
   - Check the classified ads in the newspaper
   - Check with the churches and synagogues
   - Check with the public health nurse and a Cooperative Extension agent
   - Check with a Child Care Council if there is one in your community

4. Once your group has listed several methods of surveying your community, ask for volunteers who would be willing to follow up on some of these approaches.

   As people volunteer, ask them which method they wish to investigate and put their name next to it.

5. When all or most activities have been assigned, pass out the work sheet "Child Care Information Sheet" and point out that the things they should find out have been listed. Review information required:

   - **Name and address of child care facility or program**
   - **Type of child care**
   - **Contact person and phone number**
   - **Costs**
   - **Eligibility**
   - **Hours/days care is provided**

NOTE TO FACILITATOR: This session was developed from materials written by Polly Spedding, Extension Associate, Department of Human Development and Family Studies, New York State College of Human Ecology, Cornell University, Ithaca, New York 14853.

Background Information: Cooperative Extension has three publications,
What to Look for in a Family Day Care Home (HDFS #2),
What to Look for in a Day Care Center (HDFS #50), and
Let's Talk about Child Care (HDFS #19). Copies can be ordered in packages of 25 from the Distribution Center, 7 Research Park, Cornell University, Ithaca, New York 14850. Contact the Distribution Center for prices.

SOME SOLUTIONS FOR CHILD CARE

Parents in Cornell's Family Matters project identified a number of ways to arrange for work and child care. Fill in the following chart with the advantages and disadvantages that you would see in your situation for each of these possible solutions.

Solution	Disadvantages	Advantages
Work at home		
Work at hours that allow immediate family members to care for children (shift work)		
Work daytime hours and have family members outside the household provide care		
Work part year and have someone from outside the family care for child		
Work daytime hours and have sitter, friend, or neighbor sit for child		
Work daytime hours and use day care center for child care		

DAY CARE OPTIONS

1. Family Day Care is the term given to the care of children in a private home by one caregiver, usually a woman. Some caregivers are certified by the County Department of Social Services and receive placements and payment from that department. Other private caregivers sometimes advertise in local papers or through bulletin boards in shopping centers and churches. The rates for family day care vary, and the quality of care differs from home to home. A caregiver may care for no more than six children in the home at one time, according to regulations of the N.Y.S. Department of Social Services.

2. Group Care is centrally located care other than in a private home. Fees vary according to the type of program. Most group care is "developmental" -- it includes planned learning experiences.

Common types of group care are:

3. Group Care - Day Care Centers accept children for full-day care; some provide before- and after-school care for older children. Fees are usually based on income and range from nearly nothing to a great deal. Day Care Centers are licensed by the State Department of Social Services.

4. Group Care - Head Start programs are federally funded to give children from low-income families a "head start" on learning. Most Head Start programs are half-day.

5. Group Care - Public School Pre-K programs are similar to Head Start and are full day.

6. Group Care - Nursery schools are privately funded programs that operate for less than three hours per session. Nursery schools may be cooperative ventures, in which parents volunteer their time as part of the fee, or they may be supported fully by tuition charges.

7. Group Care - Play Groups are informal groups of parents (usually mothers) who take turns sharing the responsibility for small groups of children for several hours two or three times a week. There is usually little or no cost, but parents must be able to schedule time for their "turn."

8. Group Care - Supervised Recreational Programs for older children can sometimes be used to provide partial after-school care. Programs may be sponsored by communities or townships, or they may be open by membership only by groups such as YMCA, YWCA, or athletic clubs.

9. Group Care - Industry-based or Employer-supported Child Care. Some industries have a day care center located at or near their place of business for children of employees. This may be sponsored and subsidized by the company, making this an inexpensive child care option for parents.

CHILD CARE INFORMATION SHEET

1. Name and address of child care facility or program

2. Type of child care

3. Name of contact person and telephone number

4. Cost of care

5. Eligibility

6. Hours/days care is provided

Robert Jones Family, Part I (case study)

Robert Jones' wife died recently, leaving him with three children to raise: Robert Jr., 13; Mary, 11; and John, 9. Both Robert's parents and his sister-in-law have offered to take over the care of the children in their homes, but Robert feels that he is able to care for the children himself. Besides, after such a loss, he feels that he needs the children as much as they need him, and he has no intention of becoming a weekend father. When his wife was alive, Robert was very active in caring for the children. When they were babies, he had learned along with his wife how to feed and bathe them and had taken his turn changing diapers and walking them when they got up at night.

Today, Robert learned from his boss that he would have to work the late shift. The late shift is from 4:00 in the afternoon until midnight. This means that while Robert will be at home to get the children off to school and will be there when they return home, he will not be with them from about 3:30 in the afternoon until about 12:30 at night. Robert's boss has indicated that this change in shift is temporary.

Jane Ames (case study)

Jane Ames is 40 years old and has two sons, Steven Jr., 15, and Joseph, 6. She has been separated from her husband for about six months. Both of them feel sure their separation is going to lead to a divorce. Neither Jane nor her husband have any bad feelings toward one another and are trying very hard to arrive at an agreeable divorce settlement for the sake of themselves and their children. Jane's mother and father were very upset when they heard of their daughter's separation from her husband and have been putting a lot of pressure on the couple to try to reconcile their marriage, even though the couple feel they can no longer live together. Jane's parents feel that Jane and her husband are being selfish and thinking only of themselves.

Before Jane was married, she had completed two years of college and had worked as a secretary before her first child was born. Since her separation, she has gone back to work, but because she has been out of the job market for about 13 years, her secretarial skills are a little rusty, and she has not been able to keep up with the new equipment. She is currently working in the secretarial pool in a large firm some miles from her home. Although she is not making very much money, she feels that once her skills improve, she will be able to advance out of the "pool" and get a better-paying position in the company.

Before Jane and her husband separated and she went back to work, she ran an efficient household. She took pride in the fact that her husband and children ate well and always came home to a clean and comfortable home. She even had time left over after the household chores were completed to be involved in activities outside the home that gave her satisfaction.

Since she has gone back to work, she feels there are not enough hours in the day. When she gets home from work, she must rush to get dinner prepared for herself and the boys. There is always laundry to do and the beds never get made any more. Both boys constantly complain about having to make their own lunch and have made no effort to pick up after themselves. On more than one occasion, Jane's mother-in-law has offered to come over and prepare the meals for Jane and the children. Jane had thought that this would be helpful, but the boys had created such a fuss about not liking their grandmother's cooking that Jane now refuses her mother-in-law's offers.

Because she has had to go to work and take care of the house, Jane has not had any time to participate in her outside activities or to practice her office skills as she had planned, and she feels tired all the time.

The Maggie Smith Family (case study)

Maggie Smith has been separated from her husband for two years. It is not likely that they will ever be reunited. When they were first separated, Maggie's husband, John, sent support payments regularly, but recently the support payments have not been coming as regularly. When they come, the amount is not enough to support Maggie and the children, Sally, 6, and John, 4. John and Maggie have quarreled about this on several occasions, and Maggie has threatened to forbid John from seeing the children and to take him to court.

To supplement her support payments, Maggie has decided to go to work. Several months ago, Gail, a single parent in the complex where Maggie lives, told her of a job training program that she was in and encouraged Maggie to go with her. Maggie took her friend's advice and enrolled in the program. In the morning, while Maggie was receiving training, Gail's mother watched Maggie's children. At the time, Maggie's daughter, Sally, was attending first grade and John was in the Head Start program in the complex. The care arrangement worked well. Gail's mother cared for John all morning then picked up Sally at noon and took John to Head Start for the afternoon. Maggie picked up Sally from Gail's mother's house at about 1:30.

Maggie's sister has been encouraging Maggie to be more independent and not rely totally on John's support payments. She has also asked Maggie to come live with her and her husband and children. Maggie's feeling is that her sister's home is not large enough to accommodate her and her two children and that living in cramped quarters might create friction. She prefers the privacy of her own home.

Maggie finished her training and has recently gotten a job at a hospital. As a new employee, she has to work the evening shift from 3:00 in the afternoon until 11:00 at night. Gail's mother will no longer be able to care for Maggie's children because her own family arrives home in the afternoon and she would like to devote all of her time to them. John, Maggie's husband, has said that he wants her to stay home with the children and not work. Her friend Gail has indicated that she will care for the children from 6:00 in the evening until Maggie gets home, if Maggie can find someone to care for them from 3:00 p.m. until 6:00 p.m. Maggie has considered leaving Sally and John at home until Gail can come over, but she is afraid that something might happen to them.

Charlotte Cooper (case study)

Charlotte Cooper's husband deserted his family about three months ago. Mrs. Cooper was unemployed when her husband left and is currently receiving public assistance for herself and her five children. The children are three, five, six, nine, and twelve years of age. While Mrs. Cooper never considered her family wealthy, her husband was able to provide more money for the family to live on than they are able to get from welfare. Charlotte Cooper feels depressed most of the time because of the separation from her husband and her seeming inability to provide her children with all that she feels they need.

Mrs. Cooper has considered finding a job. She never finished high school and the only job she ever had was as a part-time salesclerk in a department store. She married when she was sixteen because she was pregnant. Her husband was a high school graduate. Charlotte Cooper has never worked at a full-time job, because her husband had not wanted her to work or complete her high school education after they were married. He expected her to stay at home and take care of the baby and the house. At this point she is not even sure of how to go about finding a job, what work she is skilled for, or if she has any skills at all.

Mrs. Cooper worries about how the children will manage if she is not around to care for them. The washing, ironing, shopping, and other household chores to be done make her day seem endless. In addition, Mrs. Cooper feels she must walk the school-age children to school in the morning and pick them up in the afternoon. They are never allowed to play in the park down the street unless she goes with them.

Mrs. Cooper is an avid churchgoer. She and the children go to church every Sunday. Visits from her aunt and two other women who live in the same building form another social outlet. Mrs. Cooper's third social outlet is with the public school her children attend. She is the class mother for her nine-year-old child's class, and she often accompanies the class when they go on trips. The teachers at the elementary school all think highly of

Mrs. Cooper and have complimented her often on the way she interacts with all the children when she is in the building. In fact, several teachers have mentioned the adult education program in the school district as something Mrs. Cooper might look into. She has considered it, but believes that going to classes and studying would be very difficult for her at this time. She feels that returning to school would take time from her household chores and from meeting the needs of her children. Yet, she is concerned about their lack of money and not being able to make ends meet.

Part II: Single Parents and Work

Session 4A

Preparation for Work

BACKGROUND INFORMATION

Audience: Single parents (male and female)

Objectives

- To see how previously learned information has helped people in their daily lives
- To support parents in examining
    - a. skills they already have,
    - b. skills they need to become employable, and
    - c. where to get these skills.
- To acquaint people with the classified section of the newspaper and how it can be used to identify skills

Workshop Preparation

Materials Needed

- Newsprint and magic markers or blackboard and chalk
- Copies of the classified section of the New York Times
- Agenda duplicated on newsprint
- Masking tape
- Extra paper and pencils
- Overview of personal fact sheet
- Personal fact sheet
- Enough tables and chairs to provide work space for participants
- "Jobs Skills" work sheet for each participant
- "Jobs Skills" work sheet reproduced on newsprint

Workshop Agenda

Activity I: Review of Give It Some Thought (30 minutes)

Activity II: Looking for a Job (75 minutes)

Activity III: The Job Application (30 minutes)

Activity IV: Give It Some Thought (15 minutes)

Estimated Time: 2½ hours

Materials Preparation

1. Be sure to read through the entire session before using it with a group.
2. Copy agenda items on newsprint.
3. Activity II - Part I
   - Duplicate "Job Skills" work sheet onto newsprint (see Session 4A, page 14).
   - Duplicate enough copies of "Job Skills" work sheet for each participant.
   - Obtain enough copies of want ads from the New York Times for each group.
4. Activity II - Part 2
   - Copy directions for Part I onto newsprint (see Session 4A, page 5, item #4).
   - Copy directions for Part II onto newsprint (see Session 4A, page 7, item #1).
5. Activity III
   - Duplicate enough "Overview of the Personal Fact Sheets" for each participant (see Session 4A, pages 15 and 16).
   - Duplicate enough "Personal Fact Sheets" for each participant (see Session 4A, pages 17 and 18).

Activity I: **REVIEW OF GIVE IT SOME THOUGHT** (30 minutes)

The purpose of this activity is to complete a list of all of the possible child care facilities in the near community so that interested parents may do the necessary follow-throughs. It will also give those persons who volunteered an opportunity to share with the larger group how they went about getting the information.

Instructions for Facilitators

1. Arrange the chairs in a circle, and when it is time to start the session, sit in one of the chairs yourself, preferably between two participants.
2. There should be no new people at this session since it is the last session in the series. You should, however, go around the room and have people introduce themselves. Remember to introduce yourself.
3. Tape up the agenda for this session and go over it with the participants.
4. Ask those persons who volunteered to check on particular types of child care to give the group a report on what they found. In addition to the basic information that was requested, you might ask the following questions, in an effort to get people to share how they went about obtaining the information.
    - **How did you go about obtaining the information?**
    - **If you called the center or a care provider on the phone, what did you say to them?**
    - **Did any of you have the opportunity to visit any of the facilities on your list?**
    - **What did you think about them?**
    - **Would you send your children there? Why? Why not?**
    - **Could you recommend the center you visited to anyone else? Why? Why not?**
5. After this sharing has been done, you can collect the sheets with the information. It would certainly be helpful to the members of the group if the information gathered

could be duplicated in some way so that each participant could get a copy. If you think this would be a worthwhile venture, you should ask the following:

- **What do you think we should do with this information now that we have it?**
- **Can anyone think of a way in which it can be shared with the entire group or others in the community?**

6. These two questions should generate enough discussion to get some possible ideas. You should be prepared to list these ideas on newsprint paper or the blackboard.
7. Once all the ideas have been discussed and a solution has been arrived at, ask for one or two volunteers to carry out the task. In carrying out this task, you should act only as a facilitator. The group and the one or two volunteers will feel more of a sense of accomplishment if they complete the task themselves.

Activity II: LOOKING FOR A JOB (75 minutes)

Part I

The purpose of this activity is to acquaint participants with the classified section of the newspaper and using the classifieds to assess job skills. Participants will also have the opportunity to realistically identify all the skills they have and to determine whether these are enough to qualify them for the job they would like to have or for any kind of a job. A final purpose of this activity is to explore where people can go to acquire additional skills that are either more marketable than the ones they have or that will get them a better job.

Note: **This activity has been divided into two parts. Part I deals with helping participants to examine all of the skills that they may now possess that will aide them in acquiring a job. It also familiarizes them with the classified section of the newspaper and gives them an opportunity to look for their ideal job. In looking for this ideal job, they are given the opportunity of matching the skills that they currently possess with those that are required**

by the job. As part of the group discussion, the means for getting additional skills will be explored.

Part 2 of the activity deals with attempting to find either a job for which you already have the skills or one that a person could easily acquire the skills for.

The workshop facilitator should be sure to point out to members of the group that the classified ads are being used during this session only as a means of assessing the skills people currently have or will need to acquire to get a more satisfying job. For more information about the job market, participants should be referred to the handout "The Hidden Job Market," which is included in the material.

Instructions for Facilitators

1. Ask participants to divide into dyads. (If possible, each dyad should be made up of an employed person and a nonemployed person.)
2. Tape up the newsprint "Job Skills" work sheet.
3. Give each dyad a copy of a section from the classified section of the New York Times and each member of each dyad a copy of the "Job Skills" work sheet.
4. Tape up the following directions. (These should have been copied onto newsprint prior to the session.)

   Directions

   - List on your job sheet all of the skills that you currently have that you could use in a work setting.
   - Use the following to help you get started.
     - Could you clean a house, office, or apartment? If so, write cleaning.
     - Can you use a sewing machine? If so, write sew.
     - Can you care for someone's children? If so, write child care.

    - Can you type? You need to type at least 40 to 50 words per minute.
    - Can you drive a truck? You need the appropriate license to do this.
  - These are just a few of the many skills that you may have. List any others on your sheet.
  - You have 10 minutes to complete your list.

5. You should circulate around the room answering questions and giving assistance wherever it is needed.
6. After 10 minutes give each dyad a copy of the classified ads. Ask the group to look through the section of the classified ads that you have given them and select a job they would like to have. Emphasize that this is a job that they really would like to be doing. It doesn't matter if they don't have all the skills needed. What matters is that they really would like to do this kind of work.
7. Give the following additional directions.
   - After you have found a job that you would like to do, give your partner your skill sheet and the ad for the job you would like.
   - Your partner will list the skills required for the job you want under the "skill needed" column of your work sheet.
   - You have 10 minutes to complete this task.
8. While people are working on this part of the task, you should circulate among the dyads, answering questions, and giving assistance where it is needed.
9. After about 10 minutes, instruct the group to exchange sheets so that each person has his or her own sheet. After each participant has obtained his/her "skill" sheet, they should match the skills they have with those that their partner has indicated are necessary for the job you want. You can do this by drawing a line from your skills to the skill the job requires like this (demonstrate on the newsprint). Ask for questions.

10. After you have answered any questions, give participants about 10 minutes to complete this task. Circulate among the dyads to give assistance and to judge when to begin the discussion.

    Key discussion questions

    - **Is there anyone who has almost a perfect match between his/her skills and the skills needed for your perfect job?**
    - **Could you share with the group how you are matched?**
    - **Is there anyone who has found that s/he has few of the skills required by his or her ideal job?**
    - **What skills are you lacking?**
    - **Where do you think you can go to get the skills you need?**

11. If you wish, you may go into an extended discussion on going back to school.

Part 2

1. Tape up the following directions and go over them with participants.

   Directions

   - Look through the classified section a second time and try to find a job that is more suited to the skills that you already have, one that offers on-the-job training, or one that you think you can easily receive training for.
   - You will have 10 minutes to complete this task.

2. After you have answered any questions you should circulate around the room, giving assistance where it is needed.

3. After 10 minutes, tell the group they should exchange job ads and skills lists with their partners. The same procedure should now be used that was used in Part I of the exercise, steps 7 to 9.

4. When skill sheets have been given back to their owners, the following questions should be asked to generate discussion.

   Key discussion questions

   - **Do you think that you would find this job as satisfying as the other? Why? Why not?**
   - **How closely matched are you in terms of skills needed for the job and skills you already have?**
   - **Does the job offer on-the-job training? If training is not offered, where do you think you can go to get training?**
   - **Where else besides the classified ads can a person find a job?**

   After about 15 or 20 minutes of discussion, you should move on to the next activity, "The Job Application."

Activity III: THE JOB APPLICATION (30 minutes)

The purpose of this activity is to give people the opportunity to see what a job application looks like and the kinds of basic information they will need to have about themselves to fill in the application properly.

Instructions for Facilitators

1. Participants should be seated around the tables in groups of four or five. Be sure each person has enough work space.
2. Pass out pencils, paper, "Overview of Personal Fact Sheet," and "Personal Fact Sheet" forms to each person.
3. Use the following information to introduce the activity.

   Very often, when a person goes to the personnel office of a business to apply for a job, the first thing they are given to fill out is a job application. This job application

is your first introduction to your prospective employer, so it is very important that you be prepared to fill it out carefully and accurately. One of the ways that will help you to fill out a job application is to develop your own personal fact sheet. This is what we are going to do now. I would like you to take out the work sheet entitled "Overview of Personal Fact Sheet." Let's go over this first so that we will all know exactly what we mean by a personal fact sheet.

4. Begin reading the "Overview" to the group. As you review it, pause frequently and ask people if they have any questions or comments about any of the information being given.

Overview of Personal Fact Sheet*

(For Use with Job Applications)

Read and pause where indicated.

- What Is It?

  If you are applying for a job that does not require an interview, you will be judged on the quality of your job application form. The only way to make sure you have all the information you'll need, including answers to hard questions like "what are your skills and/or interests" is to BRING THE INFORMATION WITH YOU. A personal fact sheet is a listing of all the information you will need to fill out most job application forms, such as previous jobs, volunteer work, references, skills and abilities, etc.

Pause and say, "Does anyone have any questions?"

- Why Is It Necessary?

  1. So you don't forget names, addresses, and other specific information

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*Adapted from Leaders Guide for Job Express by Steve Goggin.

2. So you don't have to think up important answers on the spot
3. So you can take your time and concentrate on how neatly you fill out your job application (bring a pen and be sure to PRINT).
4. Because you will impress the employer if s/he happens to notice you came prepared.
5. So you can make sure the employer has all the information (like references) s/he will need to make a decision about you as soon as possible.

Pause and say, "Does anyone have any questions?"

- What about References?

  Usually, you will be asked to give three references. A reference is the name of a person who knows you well and who is not related to you. The purpose of listing references is to give a potential employer the names of people s/he may call or write to ask what kind of worker you are. It is much better to give names of people you have worked for, but if you haven't held a job before, the name of a minister, teacher, or others (not a relative) who can speak about your abilities and skills is acceptable.

  Three important things about references:

  1. Choose people who will give you a good reference.
  2. Get permission from the people you choose as references BEFORE you use their names.
  3. Once you get permission, keep the following information on them:
     NAME, BUSINESS, OR HOME ADDRESS
     OCCUPATION (JOB TITLE AND PLACE OF EMPLOYMENT), PHONE,
     NUMBER OF YEARS REFERENCE HAS KNOWN YOU

5. After you have gone over the entire overview sheet, tape up the newsprint replica of the Personal Fact Sheet and direct the group to look at their Personal Fact Sheet form and to fill in as much information as they possibly can.
6. Guide the filling in of the Personal Fact Sheet by using the replica on newsprint. You may use yourself as an example or one of the persons in the case studies. As you guide the filling in of the fact sheet, you should move around the room giving assistance. People working at the same tables should be encouraged to help one another. If a person does not have some of the information asked for on the sheet, tell them to leave it blank for now.
7. When everyone has completed their sheet, pass out a sample job application to each participant.
8. Direct participants to fill out the job application. If necessary, they should refer to the personal fact sheet.
9. While people are filling out their applications, you should circulate around the room answering questions and giving assistance wherever it is needed.
10. After about 15 minutes, or when it looks as though people have completed the task, you should begin the discussion by asking the following questions:

Key discussion questions

- **Did anyone find that there was a question asked on the job application that was not in your personal fact sheet?**
- **Which question was that?**
- **Do you think you could have filled in all the questions asked if you had not filled in the personal fact sheet beforehand?**
- **Are there any questions that you did not answer? Why not?**
- **Are there any questions that you are curious as to why they were asked?**

- **If you were an employer, which of these questions would you be most concerned with? Why?**

Activity IV: **GIVE IT SOME THOUGHT** (15 minutes)

The purpose of this activity is to give participants an opportunity to either begin to look for a job they are skilled to do, acquire skills so that they can begin to look for work, or, if they are not happy in the work they are doing, find a job they would like to do and acquire the skills necessary to get that job or one like it.

Instructions for Facilitators

1. Ask for a volunteer to summarize what has been done during this session. The volunteer's summary should include:
   - the skills s/he has that should enable them to work
   - the skills s/he needs to get them the ideal job
   - what a job application looks like, and how to complete one.
2. Indicate that the take-home activity for this session is for participants:
   - To go through the classified ads and see if they can find a job that is suited to their skills.
   - If they feel they need more skills and training, they should go through the classified ads to see what kinds of jobs are being offered that they can easily be trained for. For example, if they see an ad for teachers and that is a job they would like to have, they should not consider it at this time if they have not had four years of college including student teaching. But if they see a job for a typist, they might consider that, because learning to type does not usually take years. Once they decide on the training they need, they can take the first steps necessary to obtain that training.

- For participants who are already working, but not necessarily happy in that work, tell them to look through the classified ads and find a job that they think they would be happy doing. If the job requires skills they do not have, consider how they would go about getting these skills, and begin the first steps toward getting the skills. If they already have the skills, consider the steps they will have to take to acquire the job.

  Ask if there are any questions.

3. An additional activity they may work on is to review their personal fact sheets and job application forms and if there are any blank spaces, take the steps necessary to get the information to fill in those blanks.

JOB SKILLS WORK SHEET

DAILY NEWS
Classified
Section
HELP
WANTED

Skills I have	Skills I need for my ideal job

OVERVIEW OF PERSONAL FACT SHEET*

(For Use With Job Applications)

A. What Is It?

If you are applying for a job that does not require an interview, you will be judged on the quality of your job application form. The only way to make sure you have all the information you'll need, including answers to hard questions like "what are your skills and/or interests" is to BRING THE INFORMATION WITH YOU. A personal fact sheet is a listing of all the information you will need to fill out most job applications forms, such as previous jobs, volunteer work, references, skills and abilities, etc.

B. Why Is It Necessary?

1. So you don't forget names, addresses, and other specific information.
2. So you don't have to think up important answers on the spot.
3. So you can take your time and concentrate on how neatly you fill out your job application (bring a pen and be sure to PRINT).
4. Because you will impress the employer if s/he happens to notice you came prepared.
5. So you can make sure the employer has all the information (like references) s/he will need to make a decision about you as soon as possible.

C. What about References?

Usually, you will be asked to give three references. A reference is the name of a person who knows you well and who is not related to you. The purpose of listing references is to give a potential employer the names of people s/he may call or write to ask what kind of worker you are. It is much better to give names of people you have worked for, but if you haven't held a job before, the name of a minister, teacher, or others (not a relative) who can speak about your abilities and skills is acceptable.

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*Adapted from Leaders Guide for Job Express by Steve Goggin

Three important things about references:

1. Choose people who will give you a good reference.
2. Get permission from the people you choose as references BEFORE you use their names.
3. Once you get permission, keep the following information on them:

   NAME

   BUSINESS OR HOME ADDRESS

   OCCUPATION (JOB TITLE AND PLACE OF EMPLOYMENT)

   TELEPHONE

   NUMBER OF YEARS REFERENCE HAS KNOWN YOU.

WHAT YOU NEED TO KNOW TO FILL OUT A JOB APPLICATION FORM*

PERSONAL FACT SHEET

PERSONAL DATA

Name: ______________________________ Phone No. ______________
Last First Middle Initial Area Code Number

Address: ____
Number Street City State Zip Code

SS No: ______________________ Number of Dependents: ______

JOB HISTORY

1. Current or Most Recent Employer
   Name and Address: ______________________________
   Supervisor: ______________ Dates: From ____ To ____
   Position: ______________ Rate of Pay: $ ____ per ____
   Reason for Leaving: ______________________________

2. Previous Employer
   Name and Address: ______________________________
   Supervisor: ______________ Dates: From ____ To ____
   Position: ______________ Rate of Pay: $ ____ per ____
   Reason for Leaving: ______________________________

VOLUNTEER HISTORY

1. Current or Most Recent Volunteer Work
   Name and Address: ______________________________
   Supervisor: ______________
   Position: ______________ Dates: From ____ To ____

2. Name and Address: ______________________________
   Supervisor: ______________
   Position: ______________ Dates: From ____ To ____

PERSON TO NOTIFY IN EMERGENCY:

Name: ______________________ Phone No.: ________
Address: ______________________________
Relationship: ______________________________

JOB INTERESTS (Manual labor, outdoor work, selling, working with the public, etc.)

____

____

Wages or Salary Expected: $ ___ per ____ Date Available: __________

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*Adapted from Leaders Guide for Job Express by Steve Goggin

EDUCATION

Circle Highest Grade Completed in Each School Category	Grade School 1 2 3 4 5 6 7 8	High School 9 10 11 12	College 1 2 3 4

	Name	Location	Course-Degree	Year Grad.
GRADE SCHOOL			XXXXXXXXXXX	
HIGH SCHOOL				
COLLEGE				

Apprentice, Business
or Vocational School: ______________________________

Other Training (Knowledge of copy machines, typing, filing, etc.)

____
____

JOB SKILLS (Small engine repair, working with young children, etc.)

____
____
____

REFERENCES

(1) Name ______________________________
Business or Home Address ______________________________
Occupation (Job Title and Place of Employment) ______________________________
____
Phone Number ( ) ____________ Number of Years Reference Has Known You ______

(2) Name ______________________________
Business or Home Address ______________________________
Occupation (Job Title and Place of Employment) ______________________________
____
Phone Number ( ) ____________ Number of Years Reference Has Known You ______

(3) Name ______________________________
Business or Home Address ______________________________
Occupation (Job Title and Place of Employment) ______________________________
____
Phone Number ( ) ____________ Number of Years Reference Has Known You ______

Employment Application

GENERAL

Name (last)	(first)	(middle)	Social Security no.	date of application

Present address (street, city, state, zip code)	Area code & phone no. - day	Area code & phone no. - evenings
Address where you may be contacted if different from present address	Alternative phone no.	Birthdate, if under 16 or over 70

Have you been employed at this establishment in the past. If so, dates, department and position

If there are any positions or types of positions you should not be considered for, or job duties you cannot perform because of physical, mental, or medical disability, please describe.

Have you even been convicted of any criminal offense other than minor traffic violations? If so, please explain. A criminal conviction will be considered only in relation to the job for which you are applying. Seriousness and nature of the offense, time elapsed, and rehabilitation will be taken into account.

Do you have relatives employed at this establishment other than spouse? If yes, give name, department, relationship

POSITION

Type of position desired salary expected

Date available Are you seeking:

Full-time Permanent employment Permanent part-time Temporary

Specify anticipated period of work and/or number of hours per day. Will you work irregular hours? Will you work weekends? Preferred hours?

EMPLOYMENT RECORD

Employer supervisor's name initial position title

Street address phone

Start date end date starting salary ending salary

Present or final position title may we contact this employer

Reasons for leaving

Employer supervisor's name initial position title

Street address phone

Start date end date starting salary ending salary

Present or final position title may we contact this employer

Reasons for leaving

EDUCATION AND TRAINING

Name and address of high school last attended

Dates attended did you graduate major subject

Name and address of colleges, universities, or technical schools:

Dates attended did you graduate major subject

Academic honors, scholarships, etc. you consider significant and relevant to employment at this institution. Language ability -- list those you could use in your work: speak, read, write.

Typing speed, shorthand speed, other skills, training and hobbies or vocations that might be relevant to employment at this institution.

REFERENCES

NAME	MAILING ADDRESS	PHONE

COMMENTS

THE HIDDEN JOB MARKET*

"Surveying the classified employment section and the employment agency listings in the newspaper is the classic, standard, and the most effortless way to look for a job. Which is what makes it right -- and popular. That also is what makes it wrong. It puts you in direct competition with the rest of the job seekers -- dozens to hundreds -- who saw the same ad that attracted you. And all those people will be in there pitching when you get in there and start to pitch. This then makes the job easy to locate, but not that easy to get.

However, there's another much more imperative reason why the classified section should not be your only approach to job seeking. It has to do with invisibility. Only about 10 or 15 percent of the available openings in any given locality on a given day are in the public record. The other 90 percent or so are not listed in that day's paper, or placed with employment agencies. They remain in what is know as the hidden job market. In fact, some of your job targets might never be found in the newspapers or placed with an employment agency."

Employers don't hire people through the use of public listings BECAUSE THEY DON'T NEED TO. Most jobs are filled by employers with:

1) friends or relatives of people who work for them;
2) people they know;
3) people who approach them with or without prior knowledge of job;
4) referral from someone outside of work.

Research shows that over 60% of people who find jobs find them in one of two ways: by applying directly to the employer or by asking friends or relatives about jobs where they work or jobs elsewhere.

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* Adapted from: Job Express: A Short-Term Education Placement Program for Young Job Seekers by Steve Goggin, Extension Associate, Cornell University.

How does the Hidden Job Market work?

- People have information in their heads about what's happening in their own organization or on neighboring turf.
- Information can include unreleased new plans, emerging new problems, retirements, expanded services . . . jobs that will be advertised in a few weeks, jobs which were advertised but not filled, and jobs which were released to only one or two agencies.
- The pressures of the marketplace force company management to change direction constantly. Every time a change is made jobs open, jobs shift, jobs close. The people required to implement the change are seldom given the first priority in management's thinking. These new directions that can generate potential new job openings often are left dangling. Furthermore, where concretely defined openings occur, there is uncertainty about what to do. Months can pass between the time a potential new opening is recognized and the time the personnel department is contacted to put an advertisement in the newspaper, or place a request with an employment agency.

In addition to being aware of this "hidden job market" those seeking employment should be sure to contact employment services, libraries, local and state job services, the Yellow Pages in telephone directories, and postings on community bulletin boards.

References

1 Johnson, Miriam and Robert Wegmann. 1981. Job Search Training for Youth. Olympus Publishing Company, Salt Lake City, Utah.

2 Jackson, Tom and Davidyne Mayleas. 1976. The Hidden Job Market: A System to Beat the System. Quadrangle/The New York Times Book Co., New York.

Part II: Single Parents and Work

Session 4B

Preparation for Work

BACKGROUND INFORMATION

Audience: Single parents (male and female)

Objectives

- To examine sample resumes
- To write a resume
- To examine positive ways of presenting oneself to a prospective employer
- To consider the ways of incorporating techniques learned in the workshop to daily living

Workshop Preparation

Materials Needed

- Newsprint paper and magic markers or blackboard and chalk
- Tables and chairs
- Extra pencils and paper
- Outline of a resume on newsprint paper
- Role-play sheets

Workshop Agenda:

Activity I: Review of Give It Some Thought (30 minutes)

Activity II: The Resume (40 minutes)

Activity III: The Job Interview (65 minutes)

Activity IV: Give It Some Thought (15 minutes)

Estimated Time: 2½ hours

Materials Preparation

1. Be sure to read through the entire session before using it with a group.
2. Copy agenda items onto newsprint.
3. Activity II
    - Copies of "Resume Outline" for each participant (see Session 4B, page 11).
    - Copies of "Sample Resume" for each participant (see Session 4B, page 12).
    - Duplicate "Resume Outline" on newsprint.
    - Duplicate directions on newsprint (see Session 4B, page 5, item #7).
4. Activity III
    - Role-Play Sheets for Part 2 (see Session 4B, page 18).
    - Directions for Part 2 of the activity (see Session 4B, page 8, item #6).

WORKSHOP ACTIVITIES

Activity I: REVIEW OF GIVE IT SOME THOUGHT (30 minutes)

The purpose of this activity is to give those participants who attempted any of the activities from the last session an opportunity to share with the group what they did and what they feel they accomplished.

Note: **This time is designed to provide those participants who attempted the activities with the opportunity to receive positive feedback, additional information, and support from the other members of the group. In addition, this activity should give support to others in the group who did not work on any of the activities in their efforts to begin to use the information and skills gained in the session.**

Instructions for Facilitators

1. Because people will be working at tables, it is not necessary to arrange the chairs in a semi-circle. You should see to it, however, that there are no more than four or five people at a table because participants will need room later in the session to work.
2. Because this is the last session in the series, there should be no new members in the group. You should make sure that people introduce themselves to the group. Don't forget to introduce yourself.
3. Tape up the agenda for this session and go over it with the group.
4. Ask the following question:

    - **Is there anyone who attempted any of the exercises from the last session and would like to share with the group?**

    When you get a volunteer, ask the following questions:

    - **Which of the three exercises did you attempt?**
    - **Why did you choose this particular exercise to work on?**
    - **What steps did you use to complete the task?**
    - **What do you think that you have accomplished?**
    - **Do you have any further plans with regard to this exercise?**
5. Other members of the group should be encouraged to join in this discussion. In your role as group facilitator, you should be sure that none of the other participants' questions become too personal or critical.
6. As many participants as wish should be allowed to contribute.
7. If no one in the group indicates that they have worked on the take-home challenge or is willing to share what they have done with the rest of the group, go directly to Activity II.

Activity II: THE RESUME (40 minutes)

The purpose of this activity is to give people the opportunity to look at a sample resume and to begin to understand how it is used as well as the information it should contain.

Instructions for Facilitators

1. People should be seated around the tables in groups of four or five. Be sure each person has enough work space.
2. Pass out copies of the "Resume Outline" and the "Sample Resume" to each person.
3. Ask participants to break into triads.
4. While the large group is moving into teams of three, tape up the newsprint sheet on which you have duplicated the "Resume Outline."
5. Indicate the following to the group:

First, I would like to go over the outline with you and indicate what is meant by the categories and why you should be sure to fill them in.

Personal information is very basic information about yourself. You should be sure to give your complete address and telephone number so that the prospective employer may contact you either to get more information or to set up an interview.

Education tells the prospective employer how much education you have. It can also indicate the skills you have from the type of schools you have gone to.

Employment History indicates not only the number of jobs you have had and the amount of time you have worked on a job, but the kind of experience you may have gained on the job and how that experience may be beneficial to the new position you are seeking.

Additional Information section allows you to list all of the skills you have acquired through on-the-job training or life/work experience, as well as through course work at an educational or vocational institution.

References are those persons that a prospective employer can call or write to for information about your work history and/or character. References may be listed on the resume or supplied at the request of the prospective employer. Anyone that you list as a possible reference should be someone who will speak positively about you and from whom you have received permission to use their names as references.

6. As you move through the outline, you should ask for and answer any questions that the group may have.
7. When you have gone through the entire outline give the following directions (these directions should have been copied onto newsprint prior to the session):

   Directions

   - What each team is going to do is analyze the completed "Sample Resume" that you have.
   - While two members of the team discuss the good and bad points of how the resume is prepared, the third person will act as recorder and take notes.
   - You have 15 minutes to complete the task.
8. Ask for and answer questions.
9. After about 15 minutes, tape up a blank sheet of newsprint and bring the teams back together.
10. Ask one of the recorders to give the group's response to the resume and the completeness of the information. Record the information on newsprint.
11. Go on to the next recorder, continuing to add to the list. Where duplications appear, put a check mark next to it where it appears on the list.

12. After each team recorder has had the opportunity to "report out," point out that there are many opinions about how much detail should be included in the resume. The writing of the resume is a personal matter. What you should remember, however, is that your resume, like your job application, is the first view of you that a prospective employer is likely to have, and it should be prepared carefully and thoughtfully.

Activity III: **THE JOB INTERVIEW** (65 minutes)

The purpose of this exercise is to identify for the group what the job interview is, how important it is, and how to prepoare for it.

Instructions for Facilitators

Part I

1. Ask participants to help you as you push the tables aside and form the chairs into a semi-circle.
2. After everyone is seated in the circle, you should deliver the mini-lecture* on the job interviews (see pages 13 to 17 for background information).

   Whether a person gets a particular job or not depends on how they handle themselves during the job interview. What we are going to do now is to explore some of the things that can be done to make sure that a good impression is made at the job interview.

3. Tape up a blank sheet of newsprint paper and begin to brainstorm for some ideas that can help people get ready for the job interview.

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*See Appendix I, "The Mini-Lecture"

4. To help get participants started, you should throw out the following:
   - **Can you think of examples of how what a person wears or how s/he acts at a job interview affects whether or not s/he gets the job?**
5. After you have completed the list, go back and with the help of the group check off duplications and combine those items that are similar.
6. Then discuss each item listed in terms of:
   a) importance
   b) ways the issue can be handled.

Part 2

1. Indicate that now that they have talked about the interview and how to prepare for it, you would like to role-play* a job interview. Inform the group that you will be a prospective employee and you need someone to volunteer to play the role of the company interviewer or personnel officer. When you get a volunteer, set up the role-play in the following manner.

   Use two chairs and a table. The interviewer should sit in one of the chairs at the table. The other chair should be placed right across from the interviewee. The interviewer should have one of the role-play sheets and should inform the group of the company s/he represents, and the job the company is trying to fill. You should ask the group to watch the inteview and be prepared to give positive and negative feedback. Once this is done you should take the seat opposite the interviewer. In order to generate discussion you should, in your role as prospective employee, display both positive and negative behavior during the interview. For example, you might chew gum and pop it loudly, you might slouch in your seat, or you could respond to questions in an off-hand way.

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*See Appendix I, "Role-Playing"

3. After the interviewer has had a chance to ask three or four questions, stop the role-play and ask the following questions to get the discussion started.
    - **Did you see anything positive that I did?**
    - **What were some of the negative things I did?**
    - **Would you hire me for this job? Why? Why not?**
4. After about 10 minutes of discussion, indicate to participants that they have seen you demonstrate both positive and negative ways of handling the job interview, and you would like them to try role-playing the job interview.
5. Have the group break into teams of three persons each (triads).
6. Tape up the following directions and go over them with participants. (These should have been prepared prior to the session.)

    Directions:

    - Each team should select someone to take the role of interviewer, interviewee, and observer.
    - The role of the observer will be to watch the prospective employee and give feedback on how they did.
    - Each person on the team will have to play each of the roles.
    - The facilitator will act as timekeeper, telling when to stop the role-play, begin giving feedback, and when to switch places.
7. After you have asked for and answered questions, help the group break into triads. If you do not have enough tables, it is O.K. if the interviewer and the prospective employee sit facing one another with the observer sitting between them (see diagram).

Observer

Interviewer Table Prospective Employee

8. When the teams are formed, give the signal to begin. Allow the role-play to continue for about 3 or 4 minutes. Call "stop." Tell the observer that they should now give feedback to the prospective employee. After this phase of the activity has gone on for 3 or 4 minutes, call "stop" and have everyone shift positions. Continue in this manner until everyone has had a chance to play the role of prospective employee.
9. While the interviews and feedback portions of the activity are going on, you should circulate among the teams to be sure that things are going smoothly.
10. After everyone has had an opportunity to play each of the roles, bring the teams back together as one large group and use the following questions to generate the summarizing discussion:

Key discussion questions

- **What were some of the feelings you had as the prospective employee?**
- **What kind of feedback did you receive from the observer?**
- **What are some of the things about the job interview that you feel better able to handle now?**

Activity IV: GIVE IT SOME THOUGHT (15 minutes)

The purpose of this activity is to give participants an opportunity to use some of the information and skills gained in this workshop to life situations.

Instructions for Facilitators

1. Ask for a volunteer to summarize the activities of the session. The summary should include the following:

- job resumes
- the opportunity to role-play the job interview.

What participants should try to do at home is to attempt to write a resume using the resume outline as a guide.

OR

Make a list of the things they need to do to be sure they can get through a job interview to the very best of their ability.

2. After all questions have been answered concerning the "Give It Some Thought" exercise, indicate:

> **I want to wish you good luck with this last challenge. As you know, this is our last session, and you will have to tackle this exercise by yourselves. I want each of you to know that I have enjoyed working with you. I wish you every success as you continue to work through the challenges of working and parenting children. I hope that you will feel free to let me know how you are doing. I know that many of you have established friends among the group. I hope that these friendships will go on and that you will continue to provide friendship and support to one another. Goodbye and good luck!**

RESUME OUTLINE

Personal Information

Name

Address

Telephone Number (   )

Education

Professional Data (Work History)

Additional Information

References

SAMPLE RESUME

Jane Doe
180 Quincy Street
Brooklyn, NY 11238 (212) 754-0827

Education

Erasmus Hall High School - Graduated June, 1974
Brooklyn, New York

Browns' Business School - Graduated January, 1977

Employment Experience

1977 to 1979	Secretary Reed Manufacturing Company, New York City Secretary to two salespeople. Responsible for taking shorthand, typing, filing, answering telephone.
1976 to 1977	Clerk-typist Reed Manufacturing Company, New York City Member of the typing pool.
1974 to 1976	Salesperson Bloomingdales Department Store, New York City Salesperson in ladies' lingerie and children's clothing.

Additional Information

Able to type 75 words per minute
Able to operate word processor
Able to take dictation at 120 words per minute
Able to type from a dictaphone
Familiar with making airline and hotel reservations
Accounting and bookkeeping skills

References

Supplied upon request.

Background Information for Mini-Lecture on the Job Interview

A job interview should be a mutual exploration, with the objective of seeing if a match exists. The interview should be considered an opportunity for interviewer and interviewee to exchange information so that they can both determine whether the position is a suitable one.

Remember that the interview is two-sided. Your goal in being interviewed is to find out if this position is for you. An interview usually lasts 20 to 40 minutes.

The interviewer also has objectives. S/he wants to know what this person can do for the company. How much salary will s/he require? Will the person fit in the organization?

If you want to make a good impression at an interview, you will need to be concerned with your appearance, motivation, communication skills and command of the language, academic standing, and personality.

Interviewers are not impressed by lack of preparation, inappropriate qualifications for the position the firm is seeking to fill, overconfidence, superficiality, or late arrival.

See the interview as a learning experience. If the interview is not perfect, do not allow a bad experience to stop you. Use the interview to learn about yourself. If you have not thought about your skills and needs, or have no idea what kind of job you want, don't go to an interview.

On the day of the interview, allow extra time so that you can cope with unexpected occurrences. If you're going to be late, call. It may be better to reschedule the time and date. Leave all unnecessary things like your coat or extra bag in the outer office -- this frees your hands. Keep an extra resume or job application in a place where it will remain clean and uncrumpled, for instance, in a stiff file folder or brief case. Don't smoke unless offered a cigarette.

Getting Ready

The golden rule of the job interview is to

Be yourself -- Don't try to be someone you're not. Don't try to second guess the interviewer and be like the person you think the interviewer wants you to be.

Know yourself -- Know what you like to do and what you're good at before you're questioned by someone else. Any self-analysis should include answers to the following questions.

- What are your strengths, weaknesses, abilities, talents, interests, likes, dislikes, needs, values, accomplishments, prior work experience, future job expectations, short-, medium-, and long-term goals, and future plans?
- Do you prefer people- or data-oriented tasks?
- Can you tolerate working under pressure or do you desire very relaxed working conditions?
- What have you gained from your past experience? How would it apply to the job you want?

See yourself -- How would you describe yourself? If you don't believe in yourself, you can't sell yourself.

It's very important to be able to express your positive qualities, to communicate your skills so that the interviewer will be able to evaluate your ability to do the job.

In order to have a successful interview you must relate your skills to the employer's needs. To do that effectively, a person must know their skills, the employer (what does the company sell, do, manufacture, etc.), the demands of the position, i.e., what are you expected to do on a day-to-day basis.

During the interview, you will be expected to answer questions as well as ask them. Most of the questions asked are general. What is important is to relate your answers to the employer's needs and show your familiarity with the industry and company.

One common question is:

1) Tell me about yourself.

This is the oportunity to be yourself, know yourself, and sell yourself. To do this cover the main areas: growing up years, education, work experience, outside activities. Be sure to highlight areas in which you excell. Don't recite your resume -- the interviewer has seen it. Answers such as "I want to work with people" or "I want to do something that fulfills me" are too vague and don't tell anything.

If there is an obvious weakness or gap in your job history, you should bring it up so that you control the discussion. If you've been a homemaker for a number of years you might want to volunteer this information, making it as positive as possible. Other questions might be:

- What are your strengths?

  (Keep your answer related to skills needed for this job.)
- What are your major weaknesses?

  (Keep answer work related and not personal. Present your answer from a point of strength, such as: "I work too hard" or "I'm very demanding of myself.")
- How is your previous experience applicable to this job?

  (This is where knowing the company comes in.)
- Why did you leave your former job?
- Is there someone we can contact who is familiar with you and your activities?
- Where do you see yourself in this company in 10 years from now?

(Consider real career plans. The answer should indicate that you are serious about working.)

- What are your interests outside of work?

(This may be a way of asking a question about your family that the interviewer cannot legally ask. If you mention your family they can ask more questions. Too many interests or friends outside the office may not be good either.)

- Why do you want to work here?

(Don't say because I need a job. Draw on your research of the company.)

- Are you applying to other companies?

(A simple straightforward answer is best.)

- What kind of compensation are you looking for?

(Don't undersell yourself in terms of the salary you're worth.)

There are questions that cannot be asked of you. These illegal questions deal with marital status, contraception and reproduction (Are you planning to have more children?) and child care provisions.

There is another set of questions that fall into the legal but questionable category and are usually directed at women.

- Are you really sure you're able to travel?
- Won't you be afraid to stay late?
- What provisions have you made for your children?
- What does your husband think of your returning to work?
- Why are you still single?
- What would you do if your husband were transferred?
- Our last girl always made coffee; you wouldn't mind, would you?
- Do you receive alimony?

- Our clients like to deal with men. Are you sure you can handle our customers as well as a man could?

In answering these questions you should show you're ready and willing to work and that you take yourself seriously. You may want to show that some of the questions are irrelevant and/or not work-related, but only if you're very sure of yourself and the risk involved.

Dress

Looking "good" will not guarantee you employment, but looking "bad" results in an immediate negative decision. "The way you present yourself is the most powerful nonverbal statement you can make about yourself."* Extremely casual clothes are inappropriate. Your research should include learning the dress code of the company. In general, dress should be conservative. Wear something you feel comfortable in.

On the day of the interview, be sure to be on time. You should bring with you the following: pad and pen, extra copies of your resume, index cards with notes to yourself, supporting material, and references.

During the interview be careful of your posture -- sit up straight. Slouching can indicate lack of attention, indifference, and a possible sense of intimidation. Make eye contact, but don't stare. If you're prone to using your hands, do so. But if you gesture excessively, keep your hands in your lap. Watch out for touching and being touched -- it is inappropriate, intimate behavior. Don't forget to smile.

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*Marketing Yourself, Catalyst

INTERVIEW QUESTIONS FOR JOB INTERVIEW ROLE-PLAY

This list does not include all the questions you can be asked in a job interview, but it is a sample of some of the most often asked questions. The list contains some questions that are plainly illegal, and others that fall into the questionable category. They should be included in the role plays so that participants will get use to dealing with them.

1. Why are you interested in this job? This company? This field?
2. Why do you feel you are qualified for this job?
3. What would you say is your strongest attribute? What is your weakest point?
4. What do you see yourself doing five years from now?
5. Where do you see yourself in this company 10 years from now?
6. What do you think you can contribute to our company that would make us want to hire you?
7. What are the most important considerations for you in choosing a job? (For example: wage, city size, schools, benefits, etc.)
8. What provisions have you made for your children?
9. What do you feel is your greatest accomplishment thus far in life?
10. Tell me, are you married, single, or divorced?
11. Do you have any geographical preference about where you work?
12. Why did you leave your last job?
13. Is there someone we can contact who is familiar with you and your activities?
14. What did you think about your last boss?
15. Were you ever fired from a job?
16. What are your interests outside of work?
17. Are there any questions that you want to ask?

Adapted from Bentley, Gould & Skidmore, Life After Layoff: A Handbook for Workers in A Plant Shutdown, Utah Center for Productivity and Quality of Working Life, Utah State University, Logan, Utah 84322. 1981 and Catalyst, Marketing Yourself, A Bantam Book published by arrangement with The Putnam Publishing Group, 1981.

The Appendixes have been developed to acquaint group facilitators with background information on working with single and teen parents. They will also examine the process skills used in the various sessions. Although most of these skills are traditional facilitating and training techniques, it is hoped that for this workshop series they will be used to stimulate group participants rather than to "lead" or control them.

The process skills and techniques used in the activities have been carefully selected so that participants can take an active role in each session. Participants are continually challenged to draw on their own resources and those of other group members rather than have "right" and "wrong" ways dictated to them by the group facilitator.

For a more detailed treatment of the process skills used in this manual see Communication for Empowerment* a handbook for group facilitators by Ginny Vanderslice with Cherry, Dean, et al., which was produced for the Cornell Family Matters project.

The background materials on teenage parents and "older" single parents are intended to give enough basic information about the issues and problems that these parents are confronted with so that facilitators will be more informed when working with these groups.

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* Available for $7.95 from the Distribution Center, 7 Research Park, Cornell University, Ithaca, New York 14850. Make check payable to Cornell University.

Appendix I

Process Skills

Adapted with permission from the Cornell Family Matters Communication for Empowerment, a handbook for group facilitators by Ginny Vanderslice with Cherry, Dean, et al.

Background Information on Groups

As you read through these materials you will note that it is a "facilitator" rather than "leader" or "trainer" who conducts the workshops. This term was purposely chosen because it denotes more than any other how the person leading the workshops should relate to participants. It is crucial that facilitators see themselves as people who support, provide structure, and give guidance so that learning can take place. In this context, both participant and facilitator are learning. When the purpose of a support group is to encourage new behavior, facilitators should be aware of basic process skills. Appendix I provides information on giving instructions and leading group activities. Facilitators should learn how to work effectively with groups of all sizes. They should also develop ideas about what size group is most effective for the purpose. This knowledge will give facilitators maximum flexibility in a workshop setting.

In such a support group, the member/facilitator interaction can be defined as one where members feel they can and do take on some of the responsibility for what happens in the meetings, both in terms of process and content. Each participant should show respect for the facilitator's skills and knowledge without depending on the facilitator to provide the right answer, to approve of opinions, behaviors, positions or conclusions, or to make decisions for the group. To arrive at the right balance, there need to be behaviors reflecting member/member and member/facilitator communication. Participants should feel free to make suggestions about the direction of a discussion or activity. They should be comfortable taking responsibility for providing for group needs, such as taking breaks, providing refreshments, or being supportive or encouraging to other members.

This kind of supportive situation exists among members when there is a reasonable balance of participation of all members. Individuals in the group reflect feelings of acceptance as members when they show a willingness to share ideas, opinions, feelings, and experiences. Members working together to achieve a common goal also experience what is often referred to as group cohesion. In a group where individuals feel able and supported, members let their viewpoints be known, even when these conflict with others' opinions. Differences are dealt with constructively rather than being ignored or creating a win-lose issue in terms of which position is "right."

Group behavior moves through several developmental stages. Groups begin with members feeling unsure of their potential role or place in the group, their relationship to other members, and their relationship to the facilitator. This uncertainty is often reflected in behaviors that show that members are anxious about their acceptability to the group. These behaviors will vary according to each member's way of expressing discomfort. For some, it may mean extreme caution in terms of how much personal information is shared or whether personal opinions are disclosed. For others, it may lead to dominating behaviors, over-talking, or being overly familiar. Often, there are a lot of behaviors that indicate dependence on the facilitator. People wait and look for cues from the facilitator to tell them what to do or how to behave. Because of this it is important for the facilitator to be aware of and to model self-enabling behaviors from the very beginning of the group.

A second stage in group development is characterized by conflict, especially over the issue of who will control or influence the group. Competitive behaviors between group members and challenges to the facilitator's authority often predominate during this stage. A facilitator who gives as much power to participants as they are ready to handle is not going to be challenged as much as the facilitator who rigidly holds on to power or authority. Challenges to the facilitator's role are often less likely in structured sessions, such as those in Working with Single-Parent Families, than in unstructured groups, for example, a therapy group.

During this stage it is also important to watch for and diffuse competitive behaviors among group members. Any intervention should be directed at drawing out all participants, supporting the idea that a variety of opinions are valid, making decisions that are agreeable to everyone, and creating a situation where all members feel they can be heard and have some influence on the group without controlling it.

The third and final stage of group development is often referred to as a mature group. This phase of group development is characterized by behaviors described earlier as supportive and self-enabling.

Building Trust and Sharing Self

Building Trust

For these materials to be effective as a vehicle for building support groups the group facilitator will have to build trusting relationships with all members of the group.

In the context of workshop settings, trust is a feeling of safety that results from a belief about how others will treat you. As a consequence of having trust, it is possible to openly discuss thoughts, feelings, or opinions. This freshness of behavior stems from a belief that others in the group will listen and try to understand without making premature judgments. A high level of trust does not mean that group members won't disagree; it means that disagreements will be aired openly and directly without resulting in personal attacks. In fact, it is only in situations or relationships where a high degree of trust exists that conflict or disagreements can be dealt with constructively. Since it is highly unlikely that any two individuals (much less all members of a group) will be in total agreement on any set of topics, trust is important if communication beyond a superficial level is to occur.

Trust is fundamental to a successful group. When a high degree of trust exists within a group, members feel more secure because they feel supported and able to express their thoughts, opinions, and experiences. They believe that their opinions, whether similar to or different from those of other members, are valuable and that they contribute to the group. Facilitators will feel rewarded once trust is established because group members will act more freely. There will be less pressure on the facilitator to provide all of the direction for the group. In other words, discussion should flow more spontaneously. The facilitator can spend more effort in helping members tie things together or make sense out of diverse experiences rather than in trying to get people to talk.

It should be noted, however, that real trust usually takes a long time to develop. It grows directly out of participants' experience of the workshop's atmosphere. For this reason, groups in programs that continue over time are likely to develop higher levels of trust that those together for a short period of time.

Sharing and Presentation of Self

While it is not necessary to be a single parent or a teen parent to effectively lead these workshops, it is necessary for prospective facilitators to see themselves as individuals and to begin to think in terms of presentation of self. How single parents cope is very often decided for them in advance by factors beyond their control. Society and its social institutions often dictate to these parents how they should respond to the problems of living. It is vital that facilitators be in touch with themselves as individuals -- single, coupled, parent, or non-parent -- in addition to understanding the basis tenets of positive workshop facilitation.

Leadership Styles

There are traditionally two basic leadership styles. One is authoritarian: "the leader as expert model," and the second is one in which the leader takes no responsibility: "the laissez-faire style." The authoritarian leader encourages participants to see themselves as less able, less legitimate, less valued, and less responsible. In addition, they are given little information to guide their own decisions.

On the other hand, with the laissez-faire style, no one is in charge. In this situation participants feel vulnerable because no one is responsible for keeping things within some defined boundaries.

In the Working with Single-Parent Families sessions, the workshop facilitator needs to believe in providing guidance without control, sharing responsibility, and including participants in the decision-making processes of the group. The facilitator should give participants as much information and responsibility as possible, without overwhelming them with more than they can or need to handle. S/he needs to actively work at providing a context and framework within which participants can take responsibility for their own learning.

Perhaps most important of all, the facilitator should guide the process but clearly communicate that everyone will be learning from one another. The basic assumption made here is that while the facilitator may have some knowledge and expertise to contribute by virtue of her/his life experience or education, everyone else in the workshop also has some kind of expertise to contribute. This message is crucial for a facilitator to give when presenting her/himself.

It is likely that workshop participants will have more experience with the traditional expert-student relationship than with the more equal balance of power provided by a democratic leadership style. It's a challenge for a group facilitator to inspire participants' confidence in his/her leadership capabilities while communicating that s/he perceives the group members as capable people whom s/he looks forward to learning with.

The Process of Presenting Oneself

The following points are intended as guidelines for developing your own self-presentation.

- Use a comfortable, informal manner.
- Give information about yourself that will help members identify with you in some way. For example, "I'm a parent of four children ranging from ages six to fifteen and I taught elementary school for seven years." Continue to give information like this throughout the workshop sessions.
- Give information about yourself that will let participants know why you are qualified to give this workshop and how you came to do it.

- Include a statement of your philosophy of your role as facilitator--how you expect the group to work and learn together.

- Project an attitude of sincere self-confidence rather than conveying that "I'm the expert here."

Although "style" and "presentations of self" are important, the involvement of members and their willingness to contribute and take responsibility for the group's learning are important participant behaviors. These behaviors have been identified as task-facilitating behaviors and group-building behaviors (Beene and Sheats, 1978). They are as follows:

Task-facilitating behaviors:

- Initiating/contributing -- Offering ideas or suggestions about new ways to view or proceed with a problem.

- Information or opinion seeking -- Gathering factual or value-related information from other participants about the issue at hand.

- Information or opinion giving -- Offering factual or value-related information to the group for consideration in dealing with the issue at hand.

- Elaborating -- Further developing a theme or idea already suggested.

- Coordinating and orienting -- Drawing together the ideas of the various participants or attempting to summarize the group's apparent position.

- Recording -- Writing down ideas, suggestions, positions, alternatives, or decisions made by group members.

Group-building behaviors:

- Encouraging -- Supportive, accepting behaviors that recognize the contributions of a group member and confirm her/his opinion, feelings, or ideas.

- Mediating -- Resolving tensions or disagreements between members. This could include covering them over by offering compromises, by legitimizing the existence of disagreements or different opinions, or by suggesting a creative resolution that integrates the concerns of both members.

- Gatekeeping -- Attempting to keep an open flow of communication by inviting quieter members to speak or by proposing procedures intended to balance the amount of verbal participation by different members.

- Process commenting -- Behaviors that note for group members how they have dealt with a task.

It is obvious that all of these behaviors could be demonstrated by a facilitator or by any group member. All of them are important to the functioning of an effective group. Any individual member will undoubtedly engage in more than one of these behaviors throughout the course of a workshop session. The goal of a democratic facilitator is to encourage members to behave in any of these ways and thus be able to see themselves to contributing to a successful group experience.

In sharing, presentation of self has a dimension other than style and the building of trust. This dimension includes revealing to the group personal vignettes that help to make the point. This is a tricky technique because sharing too much of one's personal life can be boring and hinder the group interaction rather than stimulate it. When used properly, however, personal vignettes can be both powerful and helpful. In the Working with Single-Parent Families materials, facilitators are asked to share personal experiences during the "Give It Some Thought" activities.

If facilitators are able to do this, they will be sharing with the group that they, too, are faced with conflicts that they have to work through. It also shows that they take the "Give It Some Thought" activities seriously enough to use them to work out some of their own problems. Third, participants will know that their facilitator feels comfortable enough with the group to share.

Decision-making in Groups. Another dimension of group process to be aware of is how groups make decisions. As with other elements of group process, group decision-making methods can be categorized in different ways. Because of limited time and space, only a few of the most common decision-making methods will be summarized here.

- Decision by authority or decree -- These are decisions that are essentially made by one person in the group by virtue of his or her expertise, status, or official position in the group. These types of decisions may be made with or without the group's consent and may or may not follow after input from group members (without their having any actual decision-making power).
- Decision by majority or percentage vote -- This is the most common method of making decisions in our society. All members can participate in a discussion of relevant issues, but once a faction taking one position is large enough to attain a predetermined percentage (e.g., 51% or 2/3 majority), the decision is made. In this case, the viewpoint of minority members is ultimately ignored.
- Decision by default -- This decision-making method can be called "decision by non-decision." In these cases, decisions are made passively because of the group's inability to agree on a decision or by ignoring the need to make a decision. Often, this is a decision to do nothing or to keep doing the same thing or to take no responsibility for changes initiated outside of the group. Decisions by default generally avoid the issue of responsibility.
- Decision by consensus -- Decisions made by this method are decisions that have the basic agreement of all group members because they have developed as a result of considering the concerns of all group members. They do not represent compromise solutions. They tend to be high-quality decisions because in seeking to satisfy the underlying concerns of all members, more creative alternatives are generated.

For a group with a democratic style of leadership, decision making by consensus is the most enabling for the individual participants and for the group as a whole. Because consensus decision making requires that all members' opinions, concerns, and suggestions be considered, each person will be recognized and listened to and thus has an opportunity to influence the group. Ideally, everyone shows respect and feels respected by others. In making consensus decisions, members also quickly recognize the need to act responsibly. Blindly clinging to an absolute position without considering others' concerns will only prolong the decision-making process and frustrate the group. One thing that often does occur when using consensus is that members who hold a minority view may give in only to allow the group to reach a decision or to avoid being the cause of any further conflict. When creative solutions have been reached, this should not be a problem. It is important to intervene if it appears that a member who initially expressed a strong opinion capitulates too quickly when opposition is expressed (e.g., "Joan, I thought you expressed a strong opinion a few moments ago, and I'm not sure I understand what has made you so willing to change your mind.").

Although consensus decisions are generally the most satisfactory, they are also the most time consuming. It takes time to fully hear everyone's viewpoint and to arrive at a creative solution. When a group is under a great deal of time pressure other methods of decision making may be more acceptable. In general, processes that include member participation are better than processes that ignore member opinions.

Facilitators of democratic-style workshops should be prepared for participants to be familiar with and therefore more likely to pursue decision-making methods other than consensus. Consensus decision-making skills often must be modeled and taught to participants.

Keeping Track

When a group is moving smoothly through a workshop or session with a balance of participation and open sharing, group process issues may seem less important. But when a group gets stuck in a discussion, energy seems low, tasks aren't getting accomplished, or the tone of the workshop isn't what it could be, facilitators need to focus attention on the group process to assess the cause(s) of these situations. If active attention is paid to the group's process throughout the workshop, these movements generally won't be a surprise.

To keep track of group process, it is necessary to see, hear, and sense all that is going on. This means being aware of communication patterns (e.g., who talks to whom, how much members talk, who plays what roles, etc.), the content of discussions, the tone of the group, and non-verbal cues (e.g., Are people sitting forward and listening or talking? Are people wandering off to take a break? Are people turned toward or away from any one individual?).

Having said all of this about the facilitator's responsibility to understand the group process and to encourage actions to stimulate group development, it needs to be noted that if a facilitator takes on all of this responsibility s/he is likely to feel overwhelmed and isolated. Participants who have the opportunity to take on some of these responsibilities or to recognize their own facilitative behaviors will feel more skilled and able to create effective group situations--a skill important in dealing with institutions that affect one's life. A facilitator who notices that participation and energy in the group are low might say, "It seems like everyone's energy has gradually decreased over the last half hour. I wonder what's causing it. What suggestions do any of you have to change it?" In a structured workshop it is also important that the group's attention does not become overly focused on process as opposed to the accomplishment of a task.

Giving Instructions

Instructions are given to participants before each learning activity to let them know what is expected. Clear and concise instructions help participants define the boundaries of their own behavior within a particular time frame. Instructions also allow them to monitor their own behavior. For example, you might tell people who are gathered in small groups of four or five that they will have approximately 10 to 15 minutes to discuss a particular issue and make a list of concerns to share with the whole group. This lets them know that each individual may have to limit his or her comments and that the discussion will need to be kept relatively focused if the task is to be accomplished.

The Working with Single-Parent Families manual often lists the instructions to be given and suggests that these be put on newsprint before the meeting. Facilitators new to working with groups may find the following helpful.

- Feel certain of both the goal and the process of a particular learning activity ahead of time to make giving instructions easier.

- Give participants a sense of the goal of each learning activity before asking them to do anything specific.

- Give instructions in the form of a firm request or invitation rather than as a demand or order (e.g, "Could everyone please finish up in the next few minutes and rejoin the whole group in the circle?" or "Now I would like you to. . . ." not, "Stop what you're doing and rejoin the whole group.").

- Give instructions when the group is still and quiet so that everyone can hear. It may be necessary to call for everyone's attention if they are involved in an activity. If participants are in small groups, it may be useful to give each small group instructions separately.

- Give participants a general sense of the time frame for an activity (e.g., "Please take the next few minutes to talk with your partner about. . . .)

- Give only one or two instructions at a time. After they have been followed give the next instruction. Too many instructions at once can be confusing and people often don't remember them all.

- If participants are asked to respond to a series of questions, write the questions on newsprint or a blackboard where they will remain visible to assure that people don't forget them.

- Be careful of overdirecting. Too much direction can leave people feeling like robots. Effective instructions give people information about what needs to be done but leaves them with some freedom to decide how to do it (e.g., "Find a partner and then together find a comfortable place to sit somewhere in the room").

- Don't underdirect. Too little direction can lead to chaos and frustration as everyone may have a different idea of what is to be accomplished. For example, asking participants to "discuss their reactions to a film" is too general. Guiding questions may be helpful (e.g., "What do you think is the most important message of this film?" or "What are the values of each family in this film? How were they expressed?").

- After all instructions have been given, it is useful to check for clarity. A facilitator may ask "Is everyone clear about what we're going to do now?" Another means of checking is to watch what participants do. Do they follow the instructions or do they stand about looking confused? If people are not behaving as if the instructions were clear, it is reasonable to repeat them.

Leading Group Discussions

Group discussion is a conversation engaged in by several participants who add to one another's comments, contribute a variety of viewpoints, and act as resources to one another. In these materials discussions are aimed at drawing on the knowledge, ideas and resources of members rather than leading a group to a specific endpoint, conclusion, or realization. Through group discussions, members should feel encouraged to think about their own opinions, feelings, and experiences, value their own resources, and respect what others have to offer. For a group discussion to contribute to the self-help process, each individual must have the opportunity to derive her/his own information and to draw her/his own conclusions. Group discussions of this sort:

- Give an individual a sense of commonality with others (discovering that others have had similar experiences or feelings), which can be supportive as well as encourage group cohesiveness.
- Encourage the development of a common wisdom among group members.
- Result in members knowing more about each other.
- Provide individuals with more ideas and alternatives than they would have on their own.
- Give participants the opportunity to view their own experience from other perspectives as they hear feedback, reactions, and the experiences of others.

A group discussion is not a debate, an argument, or just a conversation. And, facilitating a discussion is not the same as running a meeting to deal with organizational problems. In group discussions, special attention needs to be given to the educational and self-help purposes of the discussion.

To do this the facilitator needs to take responsibility for clarifying the purposes and goals for each session and for each of the activities in the sessions. Facilitators must also keep discussions going, keep on target, keep the session running smoothly, and model behaviors that free participants to act with responsibility.

The Discussion

Before beginning any discussion, a facilitator needs to be aware of and clear about purposes and goals. In the Working with Single-Parent Families manual, the goals and purpose are clearly outlined for each session. In addition, "trigger" devices are contained in the various activities that make up an individual workshop session. These "trigger" devices are techniques that help to get discussion started. The use of film, case studies, role-play, and mini-lectures are examples of "trigger" devices. In addition to these devices, each set of activities has its purpose clearly identified. A set of key discussion questions also helps the group focus on a particular topic. Although these techniques are helpful, they cannot be used successfully if the facilitator has not reviewed the materials thoroughly before meeting with the group.

Constructive questioning. Once the "trigger" device has been employed, the facilitator needs to get the discussion going by asking concrete questions. If a case study has just been read, the initial questions that might follow are, "What happened? Why did these things happen? What was the most important event?" Concrete questions can gradually lead to issues of personal concern to group members. Whether a lively discussion follows depends both on the issues the case study raises for participants and on the skill of the facilitator in recognizing when the participants are interested, why they are involved, and what will continue to stir them. Keeping the discussion flowing can be done by redirecting comments made to you by others in the group or by asking group members to relate issues to their own lives: "What do you think? Do the rest of you agree? Has anyone had a different/similar experience?" These questions encourage involvement and provide loose direction. To effectively use constructive questioning, it is necessary to be aware of the areas of discussion where the group has energy, the goals of the discussion, and the individual concerns and experiences of groups members.

In the Working with Single-Parent Families manual, key discussion questions are provided after various activities. These questions are suggestions to help facilitators get discussion started. Each facilitator should decide for him/herself whether to use the questions provided, make up different questions, or use a combination of both.

Summarizing and making lists and rank ordering. Summarizing is a process of briefly highlighting the major points, themes, or opinions that have been expressed during a discussion. Summary statements clarify what has already been said and thus bring the group into agreement about where they are now in a discussion. They then can move on from a point of common perception. It is important that summary statements be presented to the group for agreement or change before being accepted as valid (e.g., "Do you think I've described all of the positions taken on this issue or have I left some out?"). Group agreement gives members the power to agree, disagree, or make necessary changes. Also, any final agreement is more likely to be genuine on the part of all members.

Group discussion for the Single Parent materials does not require the group to reach a joint conclusion or majority vote since each participant should take away from each session those things that are best suited to her/his needs. On the other hand, participants need to have a sense of moving through a series of experiences toward an end state, not merely jumping randomly from one thing to another. Summarizing the discussion at the end of an activity and then at the end of each workshop session is a means of helping participants see the progress that has occurred.

The Working with Single-Parent Families guide contains many opportunities for summarizing. These occur at the end of many activities and especially at the end of each session in the Give It Some Thought activity.

Summarizing is of course a way of ending a discussion. Ending a discussion can often be difficult. When is it too early or too late? There is no formula that will indicate this to a facilitator; it is something that is learned through experience. But, there are some guidelines that can be followed.

First, ending a group discussion will depend on time and on the group's energy level and involvement in the discussion. If most group members seem to be intensely involved in the discussion, offering new ideas, opinions, and experiences, then it may be important and worthwhile to extend the discussion beyond the time allotted for it. On the other hand, if a discussion has fallen flat or if only one or two members are involved, it may be time to end it even though more time has been allotted. Knowing when to end a group discussion is part of being able to read a group's energy level. Both verbal participation of a majority of members and their body language (sitting up, leaning forward, looking interested) are good indicators of involvement.

In addition to a summary statement that meets with group agreement as a way of ending a discussion, the facilitator should make a transition statement that links the discussion to the next activity or that ties it to the goals of the day.

Many activities in the sessions also suggest list making. These lists keep track of the group's progress and provide a visible record of each person's contribution. In addition, the facilitator is often asked to "check" items on newsprint when they are raised by other individuals. This checking process shows areas of group commonality within the discussion.

Lists can be further summarized or refined as a final task of a group discussion. Most important, lists should be used for some clear purpose: to summarize the group's various opinions, to make a point, or as a basis for further work.

Rank ordering and priority setting are methods of organizing lists of items according to specific criteria. They are aids in the decision-making process. For example, participants may be asked to rank order a list of alternative actions for dealing with a problem, according to the ease with which each action can be carried out. Some other reasons for ranking or making priorities:

- To find out which items group members feel the most joint concern about, and the items on which there is the least group agreement;
- To increase participants' understanding of what is important to them (e.g., asking them to rank order a list of roles they have identified in their own lives, according to how important each is to them);
- To clarify where to begin taking action when a number of alternatives are available;
- To determine an order in which topic(s) should be discussed when there are a number of possibilities.

Rank ordering and priority setting are learning processes that impart power to workshop participants, because they make the decisions about where items fall according to given criteria. The self-enabling potential of this kind of process is especially clear when contrasted with a situation where the facilitator decides which topic to pursue.

These are also activities that build skills for participants that can be used in their everyday lives. Ranking and priority setting are essentially decision-making skills.

These processes can be done by individuals, by groups, or by a combination of both. When asking participants to rank or make priorities, it is particularly important to be clear about the criteria participants are to use (e.g., the values most important to you, the actions most difficult for you to do, etc.). Criteria that imply a "correct" ordering should not be used (e.g., order these alternatives from the best to the worst). Participants are likely to feel more self-assured when the criteria imposed are clearly connected to each individual's personal evaluations (e.g. "Rank the alternatives according to which is most valuable to you"). This slight change in wording can make a difference in how encouraged participants feel to make truly personal decisions.

When small groups or a whole group are asked to rank or make priorities, several methods are possible. Often groups are asked as part of a group decision-making activity to rank order items after talking together about the various alternatives.

Once ranking of items has been completed, something should be done with the list. It can be used to trigger large- or small-group discussions or as a basis for decision making. It is this final step that will help participants understand the usefulness of this kind of activity.

Working in Small Groups

In conducting workshops, facilitators need to consider the size of the group. If the entire group exceeds seven or eight persons it is often advisable to subdivide the group into dyads (pairs), triads (groups of three), or small groups ranging in size from three to half the size of the larger group. The advantage of working in smaller groups is that they encourage the involvement and participation of individual group members. The small-group situation also allows the facilitator to select specific areas of a topic for the groups to examine in-depth. In terms of benefits to the group members, working in small groups allows greater opportunities to express and develop one's views. Also:

- In a smaller group each individual has more "air time." Thus small groups are more conducive to participation and involvement. Reticent individuals may find it easier to speak when there are fewer people listening.
- Because there is more air time, there is more opportunity for each individual to develop and express her/his own views and to get a response to them.
- Issues can be examined in greater depth because there is an opportunity for more people to explore them more thoroughly. In this way, more information becomes available to the group.
- The facilitator is not the focal point of the discussion, so there is likely to be more member-to-member interaction.
- When the subgroups compare and reflect on the various ways each went about solving a problem and the results, more alternatives become available to each person the next time a similar problem arises. When group members learn from each other, each person feels more valued.
- Working in small groups can encourage a more intimate sense of cooperation or working together toward a common end. Usually, everyone's participation is needed to complete the task in a small group.

The Process of Working with Small Groups

Before breaking a workshop audience into small groups, be sure the task is appropriate to the size group you are forming. Practicing communication skills in a small role-play, for example, may be better done in a dyad or triad than a group of six or seven. It is also essential that individuals have enough skills to do what is required by the small group activity without the facilitator's direct guidance or supervision. People need to have the opportunity to experience success.

Once the decision to work with several subgroups has been made, the next question is how to form appropriate groups. To encourage communication among all group members, one strategy is to ask people to form groups of the desired size by teaming up with other group members they don't know very well yet. If there is a reason to have a particular mix of individuals, it is a good idea to ask them to select themselves accordingly (e.g., "Please be sure there are at last two single parents in each group") or assign them to groups (e.g., put one good reader in each dyad). Whether participants are asked to select themselves or are assigned to small groups will depend on the nature of the selection criteria. Generally, it is more effective (although perhaps somewhat less efficient) to have participants make their own selections because it encourages them to act in their own behalf. However, it may be humilating to have to identify oneself as a poor reader or as a person who has difficulty in the larger group. You will need to decide which strategy contributes to the self-enabling process in each situation, considering the tradeoffs.

Once the subgroups are formed, members of the group may take special roles, such as discussion leader and/or recorder. The discussion leader's role is to keep the group focused on the task, while the recorder takes notes and reports the small group's accomplishments to the larger group. Because these roles require both verbal ability and writing skills, they should be selected initially by the facilitator. This can be done by explaining carefully and clearly the role and responsibility needed and then asking for volunteers. If you have knowledge of the group members and have observed them carefully in the larger group setting, it is easier to select peole to take on these roles.

Never assume that an individual will know how to carry out all possible roles at the beginning of a series of workshops. These are skills that develop over time. Being observant of the entire group is necessary to know which participants have what skills and which skills need to be developed. When assigning people to specific roles your observations will help you know what support they will need to fulfill the role successfully. If people without the necessary skills take on a role, they may feel inadequate and the group may feel frustrated.

After the recorder and discussion leader have been selected, the following should be done:

- Give the group members clear directions as to what it is they are to do and how much time they have to do it.

- Let the group know exactly what kind of information the recorder has to bring back to the larger group.

- Let the group know what your role will be during this time (e.g., "I will be circulating among the groups to help out. Let me know if you have questions or need my help.").

- Circulate among the groups to make sure they are proceeding with the task. This is an especially good idea when working with people who may be having their first experience working in a small group.

Working with Dyads

A dyad is a team of two persons. Dyads can be useful when it is desirable to have a group work on a detailed problem or issue, such as considering how they would go about getting a relative, friend, or institution to help them get something accomplished or when showing a film or using a case study where multiple relationships, events, problems, and issues are presented. Assigning teams of two to work on each of these problems allows more time to deal with all of the issues that need to be discussed. Dyads also can provide a good structure for sharing more personal experiences such as feeling reactions to a film or a life experience.

Working with Triads

Triads are teams of three. They are useful when there is a need to try out new means of communicating and interacting. When they are used, two people can work out the problem with the third member acting as an observer. It is often a good idea to have members of a triad alternate roles. Mini-role-plays can be done in triads. For example, the task might be to work out a way for a parent to make positive contact with an adolescent child. One team member is the parent, the other the child, and the third is the observer. The first two carry on one or two minutes of dialogue after which time the observer could comment on the positive aspects of what has happened and give suggestions on what could be said or done to improve the communication.

A second way that triads can be used is to give the team of three a problem such as ways in which a parent can work through child care problems when they need to go to work. In this kind of situation you have three people contributing to the solution of a problem which they will later present to the entire group.

This process is different from working with groups of five in that it allows the three to have more dialogue among themselves. The small size of this group allows those people who are hesitant about putting forth ideas even in a group of five to express themselves as part of a team.

Techniques

Some commonly used workshop techniques are described here. Experienced facilitators will be familiar with them. The techniques described here have been purposely selected because they lend themselves to setting up a teaching/learning environment where both facilitator and participant take responsibility.

In describing each of the techniques and the best way to use it in the workshops, its facilitating factors will be pointed out.

Case Studies

A case study is a report, written or oral, about an individual or family and some segment of their life experiences. Case studies can be presented with first person "you are there" narration, or from the third person "storyteller" perspective. Case studies can be records of actual events or they can be fictionalized to give a composite picture of people living their lives under certain conditions, e.g., teenage-parent or single-parent families.

Case studies can be unique sources of information, because they allow the reader to gain insight into human feelings, motivation, and values. They can be very valuable tools when an attempt is being made at helping people to relate factual or theoretical materials to "real-life" situations. They are also useful when the facilitator is assisting group members in working through some issues or problems in their own lives that they may feel too close to at the time to reveal to a larger number of people. In this instance, the case study may become the vehicle for discussing problems that people are having, without revealing more about themselves to the group than they wish.

Case studies provide the group with a common focal point for discussion. Participants can be asked to apply theoretical or conceptual learning to the situation or event described; they can discuss questions such as, "What would you do now if you were the person portrayed?"; they can use the case study to identify issues relevant to a particular situation; or, if more than one case study or story is presented, participants can make comparative analyses.

Case studies provide a good medium for the development and practice of individual analytic skills because participants are generally less likely to be emotionally invested in a case study than they would be in analyzing their own experience.

Effective Use of Case Studies

In Working with Single-Parent Families, four case studies have been developed. In addition, sets of questions accompany each case study so that maximum use can be made of the study. In many instances, it is suggested that these questions be prepared on newsprint or the blackboard ahead of time so that they are available to all group members. The following also should be considered by the facilitator when using case studies.

- Become thoroughly familiar with the case study in order to feel more confident in its use.
- When using case studies be sure that each member of the group has a written copy of the case.
- The case study may be read to the group by the facilitator; a member of of the group may read the case; or the case may be recorded and played on a tape recorder, with the group following along on their copies.
- After the case has been read/listened to, the focus questions or activities should be done. These questions/activities may be on the same pages as the case study or listed somewhere else. In any case, the procedure for interpreting the case or getting information about an issue from the case should be clearly explained.

- If participants will be working with case studies or stories in small groups, it will help if first the whole group goes through one case study together with the facilitator's help. This experience will demonstrate the process of using a case study or story as a learning tool. Participants will then have a better sense of how to direct themselves in their small groups. This will also aid them in being self-directed and put less pressure on the facilitator to direct each small group.

When using case studies or any other written material that must be read, the facilitator must be aware of and sensitive to the reading abilities of the group members. Although it is not possible when forming a group to know or even ask who can or cannot read, it is essential that a facilitator be aware that there may be participants who have poor reading skills. It is important that these group members not be put into a position of having to read aloud or work alone when a task requires reading. Reading the material yourself is a sure way to avoid embarrassing anyone. Asking volunteers to read is another way. This is also a good way to learn how many good readers you have in the group so that one of them can be placed when doing small group work.

Brainstorming

Brainstorming generates and records ideas without a lot of preparation, evaluation, or discussion of the ideas being generated. In the workshop setting, brainstorming is a valuable tool because it sparks ideas in group members and stimulates spontaneous discussion because it is fast paced and fun. Brainstorming is facilitative because it gives people who are reluctant to share their ideas a chance to participate. In addition, it enables people to consider the viewpoints of others and at the same time gives value to everyone's ideas. When used according to the following rules, brainstorming can be self-enabling for participants, for the facilitator, and for the group as a whole. The basic rules are:

- Say anything that comes to mind.
- Don't discuss or evaluate ideas.
- Don't discuss or evaluate suggestions.
- Repetition is okay.
- All ideas are recorded.
- Adding to or piggybacking on other ideas is fine.
- Periods of silence are okay. Silences may mean that people are thinking and will have new ideas to offer.

Brainstorming is a skill that participants can eventually develop as a problem-solving technique and use to attain solutions to their own personal problems. Brainstorming requires that lists be made of the group's ideas. These lists, as indicated earlier, become visible evidence of the group's collective creative ability. Lists are also valuable to summarize an activity or a session.

How and when to brainstorm are clearly discussed in the Working with Single-Parent Families manual. But, there are aspects of brainstorming that facilitators need to be aware of. First of all, the facilitator must be sure to have the proper supplies: blackboard and chalk, or newsprint and magic markers for recording ideas when brainstorming with a large group, pencils and paper when brainstorming in small groups. Recording ideas can be done either by the facilitator or members of the group who volunteer. This is especially necessary when working with small groups.

When using brainstorming, it is always a good idea to review the brainstorming rules. It might be helpful to write and post the rules somewhere in the room as a visible reminder to participants.

Brainstorming sessions generally last as long as the group is generating new ideas. The feeling of energy in the group, rather than silences, is often a good indicator of when the activity should stop. Brainstorming is usually followed by eliminating redundant items, combining alternatives, discussing alternatives, setting priorities (where appropriate for action), or selecting from one or more of the alternatives listed.

Role-Playing

Role-playing is a technique in which participants are asked to act out an imaginary situation as if it were happening right now. Group members take on identities of characters in the situation described, filling the roles according to their own feelings and perceptions. A "script" evolves as the participants act out their parts. Ideally, actions and responses are based on participants' real feelings and reactions once they take on their role. In this way, a situation is created where individuals can draw directly on their own experiences and observations. In addition, group role-plays provide group members with common experience for analysis and discussion.

It is always a good idea to have someone take on the "observer" role. Observers see the interaction from a less emotionally involved standpoint, which is unavailable to the "actors." This enriches the role-playing discussion because observers can contribute an additional kind of information to use in understanding what took place.

This active mode of learning is more self-directed than being limited by the inherent biases of someone else's individual description or perception of a situation. It encourages participants to use their own experience to draw their own conclusions. Role-playing provides individuals with more information than would be available from a descriptive account of an interaction or situation; thus, there is more available input from which to draw conclusions. Role-playing should not be considered a means for entertaining the members of a workshop (although role-plays can be very involving and interesting) but an opportunity for participants to experience something for themselves and perhaps to help others see by an enactment of something that one member experienced and others did not.

In addition, role-playing:

- Provides a "safe" setting (because the situation isn't real) in which people can try out new ways of behaving to see if those behaviors bring the results they want and to see how they actually feel. The fear of failure and negative consequences is much less than it would be in an actual situation, making it more possible for participants to risk trying new behaviors.
- Helps people learn by experience how others react to their attitudes or behaviors.

- Provides people with an opportunity to see how someone else might have handled a situation and how others respond to that different approach.
- Puts participants in another's shoes (when they take on a role of someone other than themselves) so that they can better understand, through experience, the thoughts and feelings the situation may evoke in the person they are "playing."
- Provides people with the opportunity to understand a situation from another person's perspective.

Role-playing is appropriate when:

- The facilitator wishes to share an experience which a participant has had in order to give the group a common frame of reference for discussion. For example, "It would be helpful if you would show us how the teacher acted or responded when you visited the classroom. If you'll be the teacher, I'll be you."
- Participants can learn by imagining themselves in the role of another person. For example, "As you read the case study pretend you are the mother of this family. How would you respond to this situation?"
- Participants can benefit from acting out in advance what a future experience might be like in order to prepare for it. This kind of role-playing can be used to prepare participants for a particular experience, such as a job interview: "I'll be the prospective employer when you come in for the job interview."

There are a few things that facilitators should keep in mind so that role-plays move along smoothly.

- Have a clear goal in mind and express it openly to group members, e.g., "Let's find out how to go about visiting a teacher at school." It might also help to explain why this particular method or learning technique is being suggested, e.g., "By actually acting out this situation, you will have the opportunity to directly observe and experience what is likely to happen when you try one of the behaviors we have been discussing."
- The situation to be enacted should be described clearly and with appropriate detail.
- Role takers can be chosen from volunteers, thus avoiding putting shy members on the spot.
- Role takers and observers can be further briefed, if necessary, by means of written or verbal descriptions. Observers will function most effectively and stay most involved if they are given specific tasks. For example, suggest they carefully watch the specific interaction or the verbal and nonverbal responses of particular characters.
- Begin the action.
- Stop the action when enough has happened to stimulate discussion, when the specific event has been adequately demonstrated, not enough action is taking place, or the interaction seems to have become circular or repetititive. If

role-play situations go on too long, they can be boring and their potential impact is diminished.

- After the role-play, "debrief" the actors and observers. This component of the role-playing process reinforces the value of participants' learning from their own and each other's experiences. Each actor can be asked first what s/he experienced, how s/he responded to particular behaviors of other actors, how s/he felt, etc. Asking actors first for their feelings can lessen any anxiety they have about criticism. Observers can be asked to report what they saw happening and questions they have about what was going on at any point. For the whole group, discussion can center around questions such as: "What happened? Why did it turn out the way it did? Do you like the way it turned out?" (This question is particularly useful in that it encourages participants to make their own decisions about what is a desirable outcome.) "Who would have to do what to make it turn out differently?"

Role-playing is self-enabling because it is an active means of learning. Each participant, while viewing the role-play, has the opportunity to draw on their own individual experiences and come to their own conclusions about the action being played out.

In addition, the role-play provides individuals with more information than they could gain from a descriptive account of an interaction or situation, and therefore, there is more information made available to draw conclusions.

Mini-Lectures

A mini-lecture is a brief verbal presentation of information to workshop participants. It may be intended to give participants a common understanding of a concept, provide them with a shared framework, or offer some factual information related to other workshop activities. Mini-lectures are often used to provide a group with a common base for discussion; to understand previous discussions; or to follow learning activities. Mini-lectures are usually not more than 10 minutes in length; they may be longer, however, depending on the length of the workshop session.

Before a session in which a mini-lecture will be given, take the time to become thoroughly familiar with the material, clarifying the two or three essential or main points to be conveyed. Rehearsing the presentation ahead of time can also help make it clear and concise. Familiarity with group members provides the opportunity to illustrate a point by using examples which apply directly to participants.

The most conducive atmosphere for giving a mini-lecture is one that is relaxed and comfortable. Although it is important that all group members see a facilitator giving a mini-lecture, a facilitator does not need to stand behind a podium or lectern, which would distance her/himself from the audience. In a large group, the facilitator may need to be standing to be easily heard, but, in a small group, it can be just as effective to be sitting on the same level with participants.

Visual aids are helpful in keeping participants involved and in emphasizing the main points in a mini-lecture. This might be something as simple as writing key words or phrases on newsprint or a blackboard as you talk or drawing a simple diagram or picture. This kind of visual presentation can help some participants to retain the central ideas by remembering the visual image.

A give-and-take situation between the lecturer and the audience is facilitated by stopping at a few points in the mini-lecture and asking if people understand or have questions about what has been said. Similarly, at the end of a mini-lecture there should be time for questions so that the facilitator can have an idea if s/he got the main points across. It is useful to follow this by either discussion in the whole group or in smaller groups. This discussion should be directed at tying the mini-lecture content to participants' own personal experiences or an activity in which the mini-lecture content is used.

Lecturing in itself can be considered unenabling in style because, for participants, it is a passive activity. The lecture process also denotes a difference in expertise: the lecturer knows more than the audience. In an effort to bypass these negatives, the mini-lectures in Working with Single-Parent Families come at a point when the facilitator has had the opportunity to build a trust relationship with the other members of the group. Also, it helps to deliver mini-lectures in an open, informal way. Mini-lectures are most valuable to participants when they occur at a point when group members are ready for and can make use of the information. For example, in the session on "Single Parents and Adolescent Children," there is a mini-lecture on adolescent development. This mini-lecture is appropriate because it provides participants with a common basis of understanding on which the rest of the session's learning activities are built.

Participant involvement also helps the facilitator. Delivering a presentation to a blank-eyed and silent audience can be a very disconcerting experience; it is impossible to know if people understand or care anything about what is being presented. This can leave the facilitator feeling quite isolated and powerless. On the other hand, an involved audience helps the facilitator feel that what s/he has to offer is of value. Being comfortable with the material you are presenting in a mini-lecture will make it easier to feel and convey a positive and confident attitude. It is not threatening to be questioned if you are thoroughly versed on a topic. Being able to give a mini-lecture without reading it indicates familiarity and comfort with the information.

One of the key skills in delivering a successful mini-lecture is to make a few points clearly and emphatically, so that participants can understand and apply the information gained. To maximize the informative quality of a mini-lecture, it is also important to organize and present the material in a form that can be understood by all members of the audience, considering the likelihood that group members may vary in levels of intellectual sophistication.

Film

The use of film in workshops can give participants the opportunity to view a "slice of life" -- a documentary record of a period of time in the lives of people and their families. Film as a visual case study can provide participants with:

- A particular experience, such as dealing with a problem at work.
- Opportunities to practice making observations and analyzing experiences (e.g., how to make judgments about how family members respond to us).
- An understanding of how people communicate with one another. In real life, an experience happens once and is over -- it can never be relived. A film of a real-life experience, however, can be seen over and over.

- A shared experience--film can provide one incident and one set of characters for the group to observe and discuss.

- Examples of situations that may relate to their own experience (e.g., seeing parents interacting positively with a young child).

Basic to using film in any learning situation is for the facilitator to be able to use the projection equipment. Having an extension cord and an adapter with you at all times can be most helpful. If you are using equipment provided by someone else, be sure to arrive at the site early enough to check it out, being sure that there is a "take-up" reel, and that your film fits the reel size of the projector.

Aside from mechanical concerns, there are other factors that increase the likelihood that film viewing will be an effective learning tool. What follows are some suggestions that will make film viewing a profitable experience.

- If a film needs to be ordered, order it sufficiently ahead of time so that it will arrive before the day of the workshop or so that there will be time to plan a new activity if the film isn't available.

- Always view the film before showing it to the group. This provides an opportunity to notice interactions, sequences, or dialogue on which the group can focus. Previewing also provides the opportunity to develop discussion questions that will move the group toward the desired learning objectives or to review and decide the usefulness of discussion questions that may have been provided with the film.

- Before showing the film, give the group some clues as to what it is they should look for. For example:

  a. How does this mother interact with her children?

  b. How does this person go through the job interview?

  c. Notice how the teacher interacts with different parents.

- After the film has been viewed, ask for general impressions and feelings about the film. If participants have had an intense emotional reaction to the film, they will be less able to deal with the film on an analytic level until some of their feeling responses have been expressed. After some airing of feelings and general impressions, the discussion can move to those things that the group was asked to look for.

- Compare film with real life--try to get participants to relate their own experiences to what they see in the film. How is the film like or different from what they do? This provides participants with another opportunity to see their own experience as a valuable resource in the learning process.

- When a film is long or contains many kinds of relationships or sequences that are desirable to emphasize, feel free to stop the film and ask the group to discuss what they have seen thus far, or to make notes on what they have seen thus far. Be careful, however, not to do this so often that the flow of the film is disrupted.

- Another possibility is to show a film more than once. Films that are long -- 30 minutes to an hour -- contain many sequences that depict different relationships and interactions. Showing films of this type more than once allows group members to notice things they hadn't seen before. Some reasons for showing a film a second time are:
    - a. To answer a question or pursue a disagreement raised in the discussion;
    - b. To view it from another perspective by using a new focusing question;
    - c. To have group members observe the interaction from a particular point of view.
- Always have an alternative activity prepared in case a problem unexpectedly arises that makes it impossible to show the film.

Discussions of films can proceed through three stages.

1. Clarification of facts: What factual things are in film? Who did what? When did they do it?
2. Making inferences about feelings and motivations based upon facts. After the factual data have been established, the group can make inferences about what accurately reflects a character's motivation and feelings. The more facts the participants can use to support their inference, the better.
3. Interpreting the film in terms of the values and realities from which members of the group operate. After examining the facts and making inferences from them, the group can be asked to apply their own values to decide what is real in the film. This will usually spark a lively discussion. It provides another opportunity for participants to see and understand that there are many ways of approaching and solving problems, and that their own experiences contribute to that understanding.

Film can be a very powerful workshop tool. While it is similar to the case study, its impact can be greater because it is a visual dramatization of "real-life" events. Like case studies and role-plays, group members are provided with a common experience that allows them to draw on their individual experiences.

Children In Meetings

In the Working with Single-Parent Families manual, in two instances parents are invited to bring their older children (9 to 15) with them to the meetings. The purpose of having children at meetings is to provide both children and parents with the opportunity to work on family issues in a supportive environment. For parents, it is the opportunity to begin practicing new techniques with children. For children, it is the opportunity to gain a better understanding of parent's needs and a time to have a learning experience with parents. In addition, both parents and children have the opportunity of interacting with other single-parent families. Whether you are a single parent yourself or a member of a couple, you will be in the position of modeling positive behaviors with children.

For children to be involved in workshops, facilitators need to feel comfortable working with children and need to see the importance of having children in the workshop. In addition, parents need to feel comfortable having their children taking an active part in the workshop. Once the facilitator has made the decision to involve children in a workshop, s/he will need to be prepared to fully brief parents on the workshop content, the expectations of children in terms of what they will be asked to do. With this kind of information, parents will be able to make an informed decision about whether or not they wish to have children at a meeting. The ultimate decision on whether children will come to a session should be the decision of the group.

Although the materials suggest that facilitators discuss children's attendance in the session before the one in which the children are to be present, depending on the group, the facilitator might want to discuss this issue two sessions before children are to be involved.

Once the group has decided to have children at a particular meeting, the facilitator needs to do the following.

- Review the workshop session carefully, being especially sure that you have all the materials needed.
- As you read through the materials, carefully consider how you will involve children in every aspect of the workshop. While in most instances the materials indicate exactly what you should be doing to involve the children, it is always a good idea to look for other places where this can be done effectively.

Whenever you are working with children and parents you need to be aware that parents want children to be on their best behavior and to say all the right things. In wanting their children to be seen in a positive light, parents often display inhibiting behaviors. When this is done, children don't feel comfortable speaking or participating fully. As facilitator, you can alleviate this problem by encouraging children to speak out but not allowing them to reveal too much personal family history. If you have a trusting relationship with your group members, they know from experience that one of your roles is being protective, and they will trust your judgment when it comes to being sure that their children do not reveal too much.

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The Teenage Parent

An examination of the issues that the teenage parent and his/her respective families have to cope with is included to enable the group facilitator to provide a useful environment for the teen parent.

Teenage pregnancy and parenthood continue to be increasingly serious social problems for many communities throughout the country. In the late seventies, there were approximately 29 million young people between the ages of 13 and 19 in the United States. Of this group some 12 million -- 7 million young men and 5 million young women -- were sexually active. Although the birth rate for women over 20 is declining sharply, the birth rate for teenage women is declining at a much slower rate or not at all. For example, the rate for 20- to 24-year-olds fell by 33% between 1970 and 1978; for those 18 to 19, the decline was 21%; for 15- to 17-year-olds, it fell 15%, and for girls under 15 there was no decline at all. While teenagers represent only 18% of the sexually active women capable of becoming pregnant, they account for 46% of all out-of-wedlock births and 31% of all abortions. If there is no change in the current rates, it is estimated that 4 out of 10 girls who are now 18 will get pregnant in their teens; 2 in 10 will give birth and 3 in 20 will have abortions.

What these statistics mean in the lives of many teenagers is a high rate of unintended pregnancies. In 1978, there were 1.1 million pregnancies among teenagers. Although two-thirds of the births to unmarried teenagers are unintended, unwed teenager mothers rarely give up their children for adoption or for care by relatives and friends. There are approximately 1.3 million children now living with 1.1 million teenage mothers. More than half of these children are living with unmarried mothers.

There are definite consequences to teenage childbearing for both the teen mother and teen father and their respective families. These consequences affect the health of the mother and her unborn child; her educational and career possibilities; and her dating, marriage, and personal freedom.

Effects on Infant and Maternal Health

A baby born to a teenage mother is much more likely to die in its first year than a baby born to a mother in her 20s. Maternal death and disease and the risk of having a low birth-weight infant are also considerably greater among teenage mothers. The negative health consequences of early childbirth to the teen mother and baby can, however, be alleviated by early, high-quality prenatal care. Prenatal care for mothers of all age groups has continued to improve, but teenagers continue to get the least adequate medical attention. This is because teenage girls tend to deny their pregnancies. This denial of pregnancy may be due to an inability to cope with being pregnant, fear of parents or relatives finding out, or shame. For these reasons, many do not receive any prenatal care during the critical first three months of pregnancy or have no prenatal care until the last trimester.

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* A shorter version of this background piece appears in the Family Matters Module, The Employed Parent, by MacDonough and Cherry. An expanded, more comprehensive version of the material can be found in the "Fact Sheet - Working With Teenage Parents" by Florence Cherry, available in Fall 1984, from Distribution Center, 7 Research Park, Cornell University, Ithaca, New York 14850.

Education and Career

Despite federal regulations and legislation on state and local levels giving teenage girls the right to return to school, many pregnant girls do not return to school after the birth of their babies. This interruption in education means that the teenage parent will not be able to get a good-paying job because they do not have a high school diploma or job skills. Those teenage parents who attempt to return to school may find that this is not an easy thing to do, because they cannot find adequate day care for their babies. Without an education, these young women will qualify for only unskilled jobs. Many young mothers soon find themselves locked into low-income jobs or welfare for life.

Dating, Marriage and Personal Freedom

The teenager who finds herself the mother of an infant is usually isolated from other young people her own age, especially if she does not return to school. Being out of school means two things: shutting down of opportunities for an education and cutting off the opportunities to socialize with one's peer group. It should not be forgotten that the school serves as both an academic setting and a place of socialization.

While there are instances where older teen parents (18 and 19) have married and been able to build a strong sustaining relationship, most teen parents who marry are far more likely to separate or divorce than couples who wait until their 20s to marry.

A primary reason for marriage breakup is probably the lack of maturity of the young couple. Being adolescents, they are still in the process of developing as mature individuals. They very often do not have the self-assurance, ability to cope with others in an intense interpersonal way, or the skills in decision making so necessary to any marriage. This lack of maturity plus lack of education and the inability of the young father to find work leads to interpersonal household conflicts and problems that young couples find difficult to resolve.

Many teenage girls, prior to giving birth to their babies, mistakenly confuse being a mother with being adult. They feel that having a baby will in some way free them from supervision by parents and other adult authority figures. After the birth of their babies, however, the girls find that the freedom and independence they were seeking is still unavailable to them. The girl who remains at home or with relatives continues to be affected by the lifestyle of her parents and by the needs of her baby. Girls over 16 who move away from home in an attempt to set up their own households find themselves "trapped" by their babies. This entrapment means 24-hour a day responsibility for her baby and contending with adults, including social workers and parents. The major concern of these adults now focuses on the young mother fulfilling her responsibility as a parent. In their concern for the welfare of the baby, they may see the teen mother's development as secondary. Personal freedom is additionally limited in this situation since a baby cannot very well be taken on a date, and the cost of a sitter is too much for the income of the teen mother.

The Teenage Father

Until recently, most services were geared to meet the needs of the teenage mother, with little or no attention paid to the father. Current research indicates that the teen father may be in as much stress as the mother. He has to deal with the issues revolving around whether or not he will marry the mother and the role he will play in the relationship to his child. In addition, in many communities, the sole purpose of involving the father has been to establish paternity. In these instances, the young father's sole involvement with his child is viewed as his assuming financial responsibility for the child. Furthermore, the teenage father has no rights in the decision-making process as to what will happen to his child. It is solely the mother who decides whether to carry the baby to term, keep it, or give it up for adoption or foster care. While there have been some instances in which a teenage father, with the help of his own parents, has gained custody of his child in adoption preceedings, these instances are still very rare.

Those teenage fathers who marry their baby's mother while they are still in their teens and in school face the same educational and career problems that she does. Early marriage means leaving school in order to find work. Any work that he is likely to find will be unskilled and low paying, providing little or no job security or chance for advancement.

Effects on Grandparents

The pregnancy of a school-age daughter can be a severe crisis for the girl's parents. This does not mean, however, that parents are not concerned about the welfare of their children once they have been assisted in airing their initial hurt, anger, and disappointment. They are usually able to be very supportive in assisting the teenage mother in caring for her child. Many programs are beginning to involve the parents of both the teenage mother and father in an attempt to provide them with a much needed support network.

In recent years, service communities have been encouraged to take a more wholistic family-oriented approach in the provision to teens and their families of support services. This means that the teenage parent is viewed in the context of his/her family unit. When this approach is used, family members, especially the teen's own parents, are seen as the teen's primary means of support. This view is strongly supported by current research, which indicates that those teenagers who live with parents or relatives are inclined to do better in all areas than those who marry or live alone. The teen parent living at home is more likely to graduate from high school, get a job, and is less likely to receive welfare assistance. In addition, when grandparents or the baby's father helps the teen mother care for her baby, the baby's cognitive development has been found to be superior to that of children brought up by the mother alone.

In their efforts to alleviate some of the negative consequences of an early unintended pregnancy, many communities have attempted to put into place a variety of comprehensive support programs that allow young parents to complete their growth processes and at the same time become more effective parents. These comprehensive support programs usually include provisions for the young mother to return to school and/or receive career education. There may be some effort to provide adequate child care while the mother is at school. Very often child care is provided by the teen mother's own mother.

As a facilitator who is working with this particular audience, there are issues that you should consider in an effort to provide a more rewarding experience for the young parent. First, you must be accepting of the fact that these young people are parenting children at a very young age. Many of them will appear childlike in their behavior. This is not abnormal or unusual. They are, after all, still immature in many ways and moving toward adulthood. Second, the teenage parent may be part of a married couple, the teenage mother and the baby's father, or the teen mother alone. Because this group of parents has to deal with issues and problems unique to their age and situation, it is advisable that whenever possible, they be worked with as a group, rather than mixed in with older two-parent families or single-parent families.

Third, many young mothers may elect to come to meetings with their baby's father, even though they are not married. This should be considered positive. Teen fathers should be encouraged to take an active role in this kind of support program. These young men also need all the help they can get to prepare themselves for adulthood, employment, and fatherhood.

On some occasions it might be useful to have the parents of the teens attend a session. This should be done especially if the teen parent is living at home with her own parents. Those sessions that would most easily lend themselves to this could be Wonder Parent, Children and Work, and Children and Household Management. Having senior parents present would add another dimension to the session, allowing for a free and open exchange of ideas in a supportive environment.

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Working with Single Parents*

The following information on single-parent families is provided to make group facilitators aware of the problems and issues that single-parent families face. There is a growing number of single-parent families in the United States. Those attempting to create support groups for these families need to be aware of what single parents have identified as being needed if they are to create for themselves and their children a happy and supportive family environment.

Figures released by the U.S. Department of Labor in June 1981 indicate that more than six million U.S. households are headed by single parents. About two-thirds of these families are headed by women. There are four basic reasons for single-parent families: the death of the spouse, divorce and separation, those women who have had children but who never married, and single adults who choose to stay single but who adopt children.

This material concerns itself only with those families in which the parent is single because of divorce, separation, death or because he or she never married. While all single parents have similar problems, those single adults who choose to adopt tend not to be as overwhelmed or as stigmatized as the former groups. It should be borne in mind that the current increase in single-parent families is due entirely to more separation and divorce and to an increase in families that are headed by unmarried mothers.

While most single parents remarry--after an average of about 4.5 years--the single-parent family still undergoes a series of abrupt changes in family status that not only causes significant psychological stress but also produces other disruptions that add to the burden of stress.

Myths and Stigma

Because we live in what might be called a coupled society, that is, adult members of society tend to have a spouse, people without mates are often frowned upon. The group least likely to feel this kind of stigma is widows and widowers. Single parents who are divorced or separated or the woman who has had her child or children out of wedlock are most frowned upon, the latter group being the most unacceptable to society. In general, women who are single parents are more likely to be stigmatized by society than men who are single parents. Families headed by women tend to be looked on as deviant and pathological. They are referred to as "broken," "disorganized," or "disintegrated" families rather than accepted as one of the viable alternative family forms. These societal attitudes combine to make the single parent feel isolated and out of the mainstream. Neighbors, schools, courts, and other social institutions expect that children from "broken homes" will not be properly disciplined, that they will have sex-role confusion, and that they will be more likely to get into trouble. The single mother may believe that society is right and so feels insecure and guilt-ridden about her child-rearing attitudes. She may attempt to escape by assuming the "superparent" role or by fleeing into remarriage.

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* A shorter version of this background piece appears in the Family Matters Module, The Employed Parent, by MacDonough and Cherry. An expanded, more comprehensive version of the material can be found in the "Fact Sheet - Working With Teenage Parents" by Florence Cherry, available in Fall 1984, Distribution Center, 7 Research Park, Cornell University, Ithaca, New York 14850.

The single father, on the other hand, may not feel as much of this pressure. This may be because society is willing to allow that single fathers will need time to gain the expertise necessary to "manage the house" and "rear the children" since these are not normally looked upon as being male roles in the family. Further, society is likely to be more supportive in helping the single father to make a positive adjustment to having custodial care of his children.

Psychological Stress

Whether the single parent is widowed, divorced, or separated, there is a period of grief and mourning that the individual must cope with. While this grief is brought on naturally by the death of a spouse, it is also experienced in separation and divorce. No matter what the circumstances, a divorce or separation from a spouse is a traumatic event. There may be feelings of loneliness, displacement, and sadness. A loss is involved, even when no death has occurred. There is a loss of companionship, close social contact with another adult, and a loss of the sameness that gives structure to one's life. These feelings of grief and mourning and even guilt can cause an individual to feel depressed and overburdened by children, finances, and limited opportunities for social exchange.

Stress is further compounded by the society's view of the single-parent head of household. In addition to having to overcome the myths, stigma, and psychological stresses, single parents, whether male or female, will find that they have to cope with four major areas of family functioning if they are to survive. Economic, authoritarian, and domestic responsibilities, and familial and societal support systems are the areas that all single parents must contend with.

Economic functions deal with families having enough money, goods, and services in order to survive. For the female-headed household, divorce and poverty are very closely related. Poverty in the female-family can result from the mother having been poor before the marriage or as a result of the divorce. The departure of the husband, whether through death, divorce, or separation, usually means the departure of the main financial contributor of the family. The median income for families maintained by working mothers is $191 per week, while that of single fathers is $298 per week. On the other hand, the median weekly income for families with two working parents is $542. This reduction in income usually means that there is a drop in goods used within the home; there is less money for food and clothing. It often means a change in housing, moving to much poorer living quarters in a poorer neighborhood. Moving in itself can be stressful and when it occurs in this manner it often compounds the stress by adding the problems of personal safety, higher potential for delinquency, and poorer schools.

Authority deals with the family's interests being represented to those outside of the family unit itself. The authority figure in any family represents that family and must be acknowledged by others as having the power for making decisions within the family. In our society, males assume the roles of "head of the household." In this role, it is the responsibility of the father to represent the family to the larger society. In addition, he is expected to provide the authority and discipline within the family. When there is no male present to head the family and this role is assumed by the mother, the family is considered deviant; deviant because the mother is thought to usurp a status properly reserved for men; that of head of household and breadwinner. When women find themselves in this role, whether by choice or circumstance, it can be expected that society will resist recognizing or accepting women in this independent authoritative role. These women receive less community prestige and status than a man at the same economic or educational level and even less status than a married woman who takes her status from her husband. This reduces the prestige for the family as a whole and makes the family less powerful in dealing with community institutions. This issue of authority within and outside of the family is not one that the single father who is the head of a household has to contend with. He is, first of all, continuing to play out a traditional role, that of head of house, to his children and to the community. He might find problems in his approaches to some agencies in the community such as schools and/or child care institutions that are usually accustomed to working with the mother of the children rather than the father. These are minor considerations, however, compared with those that the single mother has to tackle.

Domestic responsibilities deals with the physical safety and emotional well-being of the children and parent. These usually are those things that must be maintained through the performance of household chores and household repairs. In this area, there are two major domestic functions that have to be performed. One is child care; the other is housekeeping.

In our society, these tasks have been deemed the responsibility of the wife/female. If a wife/female is to perform these two tasks properly, it is deemed not possible for her to work outside of the home. In fact, the workplace is set up on the assumption of a male worker with a wife at home. Further, the nuclear family living in rural and suburban areas is isolated in such a way that domestic housework and child care increases and the opportunities for labor-sharing decreases. In other words, this means that few married women living in the more rural areas of the country are able to both work and take care of the house and the children. These women suffer the greatest when they become heads of households because of the difficulty of balancing work with domestic duties.

Housework and child care, however, must be performed whether the single parent is male or female. But, the same outside supports do not exist for both sexes. Housework and the care of children are not considered male functions, so that when a father assumes custodial care of his children, he is very likely to have available support for carrying out these traditionally female functions. This support may come in the form of help from relatives or even from social institutions. In addition, because most single fathers' incomes are greater than that of single mothers, they are more likely to be able to buy whatever services they need.

Social institutions have traditionally made little effort to solve the problems of aiding women with child care. Helping working mothers with the task of child care is not usually seen as a good enough reason to establish day care programs. These programs are usually justified in terms of developing the child's potential, removing the child from a poor home situation, or providing workers to industry. While day care advocates have been successful in creating some changes in day care policy and programs, the changes have so far affected only a small percentage of women in need of such services.

This lack of child care options feeds back into the economic deprivation. Without child care, the mother cannot work, thus eliminating an important source of income. If the mother does work, her children may not receive adequate care. If the child care that she received must be paid for, its cost further reduces an already reduced income.

Supports deal with the family and its members' needs to give and receive a certain amount of caring and involvement from one another as well as a minimum amount of positive support and feedback from people and institutions outside the family.

In attempting to deal with the emotional supports that the single-parent family has available to it, it is necessary to come back again to the stigma attached to the household headed by a female. Since this household is looked upon as deviant and the female is usually assigned the blame for not holding the marriage together, it is not likely that she will receive much support from the larger society. Institutions and agencies appear unwilling or unable to provide the emotional support for these families. On the other hand, the custodial parent's family and friends can be seen as a source of support and strength. The support that custodial parents can receive from their families is very important. The single-parent families that have a network of friends and family seem able to handle their daily affairs in a much more relaxed manner. While family and friends can give supplemental assistance in the form of food, clothing, child care and money, the support that they give in terms of advice, encouragement, and understanding is probably more important.

This workshop series may be considered another form of support. It provides single parents with a forum in which to discuss those areas that they need to work on to feel able to work through solutions to family problems. Further, the workshops encourage parents to be supportive of the group, thereby giving one another a sense of belonging and accomplishment.

Each workshop has been fully outlined, and there is room for dealing with most issues important to the single parent. Myths-stigma are one such area. Participants are given the opportunity to explore ways of overcoming and dealing with these myths.

The day-to-day tasks and stresses (psychological and emotional) of single parenting are continually explored on a variety of levels so that single parents are repeatedly given opportunities to gain skills and apply them to their daily living and work. The techniques are continually repeated in hopes that they will soon feel natural to the person using them.

This support group should give the single parent the sense of self that should enable him/her to feel in command, capable of being the authority figure that a head of household must be.

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